Woodlea Primary School

Teaching & Learning, Curriculum and Assessment Policy

Reviewed by Governors	Spring Term 2026
Reviewed by Head Teacher	Spring Term 2026
Status & Review Cycle	Statutory Annual
Next Review date	Spring Term 2027

INTENT

Our core Values – **Respect, Caring, Resilience and Curiosity** – run through everything we do at Woodlea to ensure our children are **Ready for Life**.

Underpinning everything we do is the belief that building positive relationships is the aspect that has the most impact on learning. "Every interaction, is an intervention" and positive interactions have the most impact. This must not be forgotten amongst the varying demands of school life. All staff at Woodlea, care about the children and take time out to learn about the children as individuals.

We also believe that all staff should be continual learners themselves. Enthusiastic teachers inspire learners.

Aims of this policy:

- To provide teachers with guidance on the key principles and pedagogies which underpin high quality teaching for all
- To provide an aide memoir and reference point for teaching staff to ensure consistency
- To outline our principles of assessment
- To detail assessment procedures
- To provide a rational for our curriculum development and curriculum aims and give a brief outline of the intent and key approaches for each curriculum subject.

Background:

- This policy has been informed by education research and reading, the Education and Endowment Fund (EEF) guidance on good practice, including that for SEND, and different subject professional bodies such as the Historical Association, Association of Science Education etc,. This policy is an evolving working document and regularly revised in light of new training or research.

Organisation of policy:

There are three main sections to this policy:

1) Principles & Pedagogies for Teaching and Learning

2) Assessment – outlines our approach to assessment

3) Curriculum – details the curriculum design and specifics for each subject.

Staff need to refer to the individual **subject policies for detailed guidance for teaching and learning in each subject.**

Appendix 1: Subject Leads and Link governors list

Appendix 2: Passwords for relevant curriculum websites/resources including subject association websites (not found in website version for security reasons)

Appendix 3: EEF Metacognition – 7 Step Model

Appendix 4: Scaffolding walkthrough

Appendix 5: p28-30 Rosenshine's principles in action – questions.

Appendix 6: Blooms Taxonomy

Appendix 7: Assessment timetable

Appendix 8: Kagan Principles of Grouping

Appendix 9:: SEND "Five a Day" resources

Principles for high quality Teaching and Learning in all subjects:

Our teaching and learning is underpinned by the principles laid out by Rosenshine's (2012) who developed '10 principles of instruction;" the "High Quality Teaching Five a Day" principle for SEND; and the EEF "Seven Step Model for Metacognition" We have used Tom Sherrington's "Rosenshine's Principles in Action" as a reference point to scaffold our T&L principles but have added additional strategies, or examples which compliment them and included the EEF Metacognition strategies within these. The elements outlined below guide our day to day teaching to ensure high quality learning outcomes for all children. The numbers in brackets directly reference Rosenshine's 12 Principles while the sections in italics are our interpretations / exemplifications.

Reviewing Material – Daily reviews & weekly/monthly reviews (1&10)

a. Daily Review (1)

- Begin each lesson with a short review of previous learning and reference to the learning journey or sequence of learning this lesson belongs to. *This might take the form of a mini quiz, or talk partner list – should be short.*
- Re-teach material when necessary. *Based on what noticed from the previous lesson, children's reflections etc.*
- *Remind children of why the lesson is taking place. Each lesson should have a clear purpose which is communicated with the children so they understand and can explain why they are doing what they are doing.*
- *During the lesson, links should be made to other subjects and previous learning and real life.*
- *Mini-plenaries should take place within the lesson to check understanding and adapt the lesson accordingly (adaptive teaching)*

b. Drawing together learning (metacognition strategy)

- *A clear rounding up of the learning in the lesson should take place which reminds/recaps what they have learnt and what the next steps will be. Clear references should be made to the WALT/Key question and Success Criteria.*
- Children need time for structured reflection – "*pupils consider any changes they think they should make next time, whether strategies they chose were effective and how their emotions effected their behaviour*" *EEF Metacognition 7-step model. The success criteria should provide clear guidance to evaluate their success in each lesson.*
- *Time needs to be given for this and it needs to have impact.*

c. Weekly/ Monthly Reviews (10)

- Frequent revisiting of learning should be planned for to ensure previous learning is not forgotten.
- *Retrieval practice might take the form of weekly quizzes, or more widely spaced practice*
- *Class or personal knowledge organisers/toolboxes could be built up over time and referred to.*
- *Pupil reflection journals/magpie books could be completed at a specific time each week to review the previous week's learning.*
- *Plan for time to revisit learning if gaps are shown through the reviews.*
- *Link learning in different subjects during these reviews.*

Sequencing concepts and modelling (Rosenshein 2,4,&8)

a. Presenting New Material in Small Steps (2)

- Break learning down into small steps so that working memory is not overloaded.
- Teach the learning in small steps and allow for practice before moving on.
- *Key vocabulary should be made explicit in each lesson.*
- *Every individual lesson should be part of a sequence of coherent lessons which have been planned based on prior learning next steps and curriculum expectations.*
- Teachers take time to analyse the curriculum to have clear idea of what learning steps might look like.
- *Pupils will have time to discuss content in detail before moving onto independent learning through probing and questioning of the subject matter.*

b. Provide Models (4) (Modelling of learn strategy – EEF)

- Provide students with models and worked examples to help them to solve problems faster
- Models can be:
    - Physical representations of completed tasks – these could then be used as scaffolds
    - Conceptual models – e.g. one needed to understand the behaviour of particles in solids, liquids and gases.
    - Explicit narrative of the process. Model your thinking out-loud. Verbalise your thought strategy/processes e.g "I think that this word means xxx because in the text xxx." Or "I am not sure about this problem, what do I already know…"
    - Worked examples
- Link abstract ideas to concrete examples.

c. Scaffold for Difficult Tasks (8)

- Provide students with temporary supports/scaffolds.
- Scaffold is a temporary support – gradually withdraw the scaffold as learners become more confident
- *Identifying possible misconceptions/ possible errors helps determine the scaffolding which might be needed.*
- *Scaffolds need to be carefully planned for.*
- "I do it; We do it: You do it"
- See p80/81 "Walkthrus" by Tom Sherrington for examples. **Appendix 4 & Appendix 9 (Five a Day SEND)**

Questioning (3&6)

a. Asking Questions (3)

- Effective questioning lies at the heart of quality instructional teaching. *"How is the lesson going?" "How well have I explained this?" "Are they making sense of this?"*
- Use questions to help students practise information and connect material to their prior learning
- Ask a large number of questions and check for understanding
- Ask student to explain what they have learnt: *Use open ended questioning to challenge and deepen learning and understanding (e.g., "How do you know?", "What makes you think that?", "Can you show me in a different way?").*
- Link your questions to Blooms Taxonomy to facilitate higher order thinking. **Appendix 6**
- *Some questions should be planned for which target potential misconceptions*
- *Model effective questioning for the children to apply.*
- *Provide systematic feedback and corrections.*
- *Use Kagan structures to support learners to formulate answer to questions and clarify ideas.*
- Examples of questions types: (p 28-31) Rosenshine's principles in action.
    - Cold Calling – no hands up (this should be the default)
    - No opt-out – to support this children need to feel safe in answering when not sure. Kagan structures really support this.
    - Say it again, better (p98 Walkthru) **Appendix 4**
    - Think Pair Share
    - Whole class response
    - Probing questions (p100 Walkthru) **Appendix 4**
    - Process questions (p102 Walkthru) **Appendix 4**

b. Check for Student Understanding (6) (CFU)

- Crucial to do this effectively and periodically
- "Can you tell me what you have understood?" rather than "Have you understood?"
- Make CFU the centre of your thinking as a teaching during your lessons
- Ways to CFU – get children to :
    - Summerise key learning so far / steps so far
    - Repeat directions/ instructions
    - Do others agree/disagree with summary?
    - Explain/defend their view

    - Think aloud how to solve the problem
- Ask probing questions and process questions
- Traps to avoid:
    - Just asking one pupil and assuming they all know
    - Call on a volunteer to share answers
    - Ask – "Are there any questions?"
    - Not check for understanding

Stages of Practice – Guided student practice (5), Obtain high success rate (7), Independent practice (9)

a. Guided Student Practice

- Guided practice reduces the chance of children forming misconceptions
- Guided practice follows modelling – short task to practice, referenced worked examples
- Guided practise involves questioning and checking for understanding (see above)
- Correct errors / misconceptions
- Flexible grouping can facilitate more guided practice for those pupils who need it.

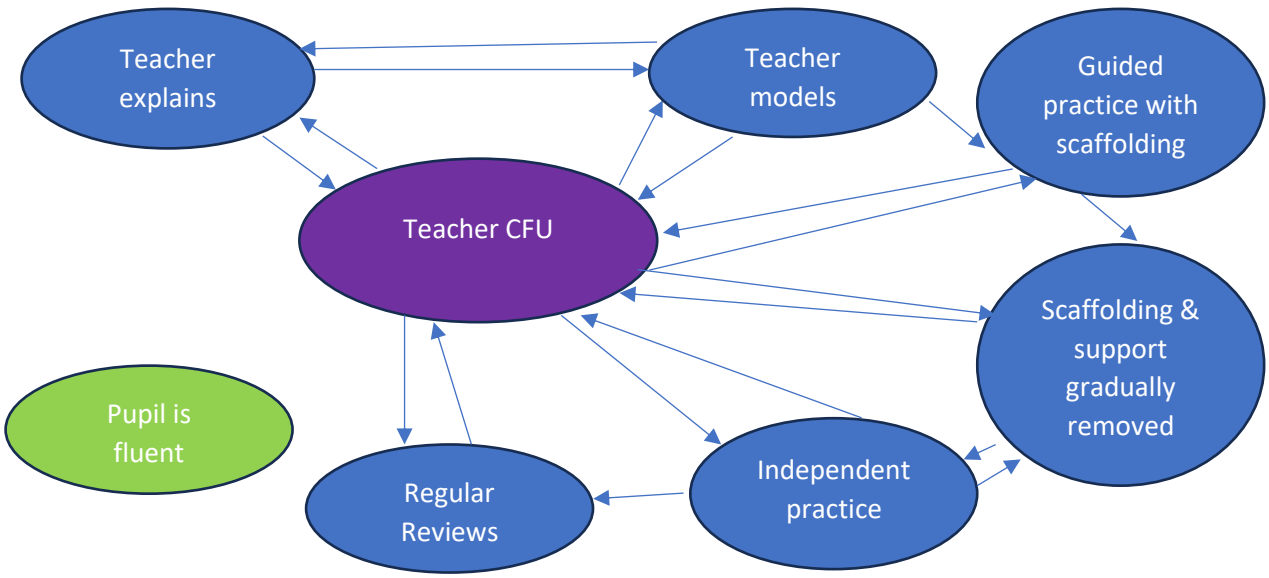
b. Obtain a High Success Rate

- 80% success rate means questions well matched to understanding. This is the benchmark over a series of lessons. But we want 100% to get there in the end.
- If success rate is too low, go back, re-teach or re-explain and build back up again
- If success rate is too high (above 80%), they need more challenge. Set more challenging problems and or expect deeper explanations.
- Small steps limit misconceptions
- Adjust teaching if the 80% are not on track.

c. Independent Practice

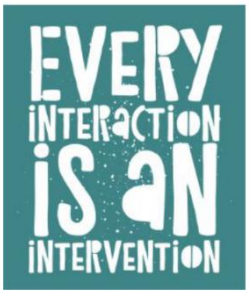
- Should involve the same material as the guided practice.
- Material can gradually elicit deeper application as children progress through it. E.g. variation in maths, blooms verbs
- Should support overlearning,
- Co-operative learning can support children during independent practice
- Check learning / outcomes frequently during the independent practice
- Independent practice might take place at different points for different learners – but remember the 80% rule and frequent checking in.

Key elements: Small steps, check for understanding & 80% rule



Planning

- *Take time to analyse the curriculum to have a clear idea of what learning steps might look like.*
- *Every individual lesson should be part of a sequence of coherent lessons which have been planned based on prior learning next steps and curriculum expectations.*
- *What do the children already know? Where next?*
- *Plan for misconceptions*
- *Start with the SEND children - Ordinary available provision*
- *SEND and individual needs should be planned for so these children can access the learning.*
- *Skills and knowledge focus for each lesson.*
- *Be clear about the learning which you want to take place – learning v activity*
- *How will you know that the children have grasped the key learning?*
- *Plan for questions to check understanding*
- *Plan for key vocabulary to be taught*
- *Plan for assessment*



Planning – Creating differentiated success criteria using Blooms to provide challenge

At Woodlea we use Blooms Taxonomy verbs (see Appendix 6) to support us to create success criteria or learning statements which provide challenge. These statements focus on the key learning for the lesson, they support us to plan learning focused activities and provide assessment evidence. Children can also self-assess using these statements. We have worked together as a staff to create a set of guiding principles to support consistency.

We agreed:

- Question at the top (which is question from the title page)
- Start with "I" then the verb (e.g. "I can name the key parts of the human circulatory system")
- Each statement focuses on the skill / knowledge not activity
- The activity / blooms needs to answer the key question
- For Science – Use Kent's Substantive knowledge & Ready to progress statement / INSIGHT to support with construction so there is a focus on key learning.
- For History/Geography – use the sticky knowledge on our progression document to support construction
- These are stuck in the children's books

For examples: **see Appendix 6**

Classroom Environment

- The classroom environment should meet the children's needs (e.g., working walls, child-height resources, welcoming, uncluttered environment).
- Classroom organisation – principles of seating should be clear and based on research-based rationale to best meet the needs of learners (Kagan principles applied to groupings and talk partner opportunities and flexible groupings).
- Each child should have access to suitable resources for their learning.
- In line with our school values, children should be taught to respect and look after the resources and the classroom environment.
- Classrooms should be left tidy at the end of the day so that cleaners can do their jobs easily.
- Only Year 6, children need pencil cases.
- Physical seating arrangements are the choice of the class teacher. The class teacher should familiarise themselves with the pros and cons of different seating arrangements and their benefit for different types of learning. It might be that arrangements are change and different points of the day or week to support specific learning, such as circle or arc seating for debates.

More on Groupings

- Flexible grouping should be used throughout to meet the different needs which occur day to day or subject to subject.
- Kagan structures of mixed groups should be used as a default where possible as these have been shown to support learning and independence. (see appendix 8)
- If can be helpful to rotate groups regularly so children learn to work with different children.
- Steaming all the time has been shown not to aid any student of any ability. We want to avoid issues of self-esteem which streaming can elicit. However, sometimes drawing together children of similar capabilities in a specific subject for a specific task might be the best approach to ensure good outcomes. Also, girls or boys working together on specific activities can be productive. Whatever grouping decisions you make, be clear about the rational for the decision and monitor the impact.

2) Assessment

Our Principles of Assessment - Intent

Our assessment for learning practices (AFL) are underpinned by principles that aim to support and enhance children's learning, rather than merely measure it. These principles reflect research-based best practices (EEF) and are aligned with guidance from organisations such as Ofsted, the Department for Education (DfE), and educational experts (for example: Rosenshine's principles and Shirley Clarke). The key principles which we apply are:

- **Clear learning objectives/WALTs and success criteria** which are shared with the children and the children understand.
- **Active pupil involvement** - Pupils should take an active role in their learning, including self-assessment and peer-assessment, to develop responsibility and ownership of their progress.
- **Timely and constructive feedback** - Feedback should be specific, actionable, and focus on how pupils can improve rather than just highlighting errors. Verbal and written feedback should be given promptly to ensure it directly supports learning.
- **Questioning for deeper understanding** – see Teaching and Learning section above.
- **Regular and varied assessment methods** - Assessment should be ongoing, formative, and varied, including observations, discussions, quizzes, and practical tasks.
- **Focus on progress and next steps** - Assessment should prioritise the progress pupils make over time and identify their next steps for learning. Targets should be personalised and realistic, helping pupils to see their journey of improvement.
- **Encouraging a growth mindset** - Pupils should understand that learning involves effort and mistakes are part of progress. Emphasising improvement over time helps foster resilience and a positive attitude towards challenges.
- **Inclusive** - Assessments should accommodate the diverse needs of pupils, ensuring they are accessible and equitable. This includes adapting tasks for pupils with SEND and providing opportunities for all to demonstrate their abilities.
- **Using assessment to inform teaching -** Identifying trends, gaps, and strengths in pupil understanding helps to plan future lessons effectively.
- **Involving Parents and Carers -** Regular communication with parents about their child's progress and next steps ensures a strong partnership in supporting learning at home and school.

Assessment practices - Implementation

- We carry out on-going assessment (Formative assessment) and more formal assessment at key points (Summative assessment).
- Formative assessment, or Assessment For Learning (AFL) opportunities, are built into the sequence of learning. AFL is used within a lesson in the form of responsive teaching and used to adapt future teaching. Teachers should plan for AFL opportunities within lessons so they are able to assess knowledge and understanding in key areas.
- Retrieval quizzes, Spaced repetition (leaving a gap between learning and assessment) etc. are used to provide teachers with the knowledge to adapt ongoing learning and address gaps.
- Summative assessment is carried out termly at agreed points for core subjects and recorded on our assessment system. Standardised assessments are used termly to inform this assessment so national comparisons can be made.
- Teachers moderate with each other within school and across schools as well as use standardised assessments to ensure accurate and robust assessment.
- Assessments are entered on INSIGHT tracking which facilitates leaders and staff being able to monitor individual progress and overall trends/gaps.
- Pupil progress meetings take place termly with the assessment lead to discuss the progress and next steps for each child in the core subjects. and to identify children who may need additional support. Notes from these meetings are entered onto INSIGHT/pupil progress proformas so they can be referred to.

- Reference Appendix 7 for Assessment Timetable.
- National Checks, Tests and Assessments are carried out following the timetables and procedures set out by the DFE in their guidance documents.
- Parents are informed about the child's progress at least three times a year through parents evening and annual reports. However, informal meetings may take place at other times during the year where a parent or class teacher wishes to discuss a child's learning and progress.

EYFS assessment:

- We use the Early Years Statutory Framework (Early Learning Goals) to make final judgements at the end of the academic year. However, we use "termly milestones" which have been developed in conjunction with other local schools to support us to identify children early who need support to keep up. This break down the early learning goals to give a guide to where a child could be at different points in the year.
- Assessment points take place in Autumn 1, Spring 1 and Summer. Teacher assessment is made through observation and interaction with the children.
- Phonics Tracker is used to track phonics knowledge and is carried out at least every 6 weeks.
- Maths - we use White Rose: End of term check points to check understanding and plan for next steps.
- Moderation takes place with other local schools.

Core subject Assessment

- Overall Summative assessments are made at end of Autumn 1, Spring 1 & Summer 1.
- To make overall judgements, teachers use a range of summative and formative assessments.
- Some of these assessments are ongoing others are at key assessment points.
- Learning is also moderated with colleagues within the school and across the trust.
- We also do an additional check-in at the end of the autumn term where standardised assessments (maths & reading) are used to check on progress and identify next steps.

Maths:

- Pre-unit block assessments are completed to identify needs.
- End of unit block assessments are then completed at least a week after the unit has been finished to evaluate embedded learning and gaps.
- White Rose end of term assessments are used to identify gaps in their learning.

Reading:

- FFT Reading Assessment are completed throughout the term to track progress in reading age. This is then used to inform Guided Reading foci. They are also used to inform TA in Autumn 1
- Testbase Reading Assessments are carried out termly. (Autumn 2, Spring 1 & Summer 2)

Phonics:

- Phonics Tracker is used every 6 weeks to assess where the children are in their phonics learning and where gaps might have arisen.

Writing:

- After each writing unit teachers review progress and identify the focus for the following unit and set pupil targets
- Each term, (A1, S1 & Sum1) teachers make a more detailed assessment of the children's writing measured against the year group objectives.
- The objectives are on INSIGHT, and should be completed for each child (??)
- Moderation meetings take place.
- Using this information, teachers make an overall judgement about whether the children are on-track
- Most importantly, they identify the next steps for the children's writing and adjust planning accordingly.

Science:

- Specific assessment task can be used to inform teacher assessment at the end of each unit. Activities can be explored here TAPS TAPS - Primary Science Teaching Trust (pstt.org.uk) but downloads of the activities and reference documents can be found here: TAPS
- If science block assessments are completed at the end of each block, scores are recorded on INSIGHT. Teachers will leave a space between the end of the learning and the assessment so embedded learning can be measured.
- Teachers then assess against the relevant unit objectives on INSIGHT for all children after each block
- At the end of each term, teachers use knowledge gained to asses if children are on track or otherwise in science
- Year 6 and Year 2 teachers will use assessments over the Key Stage to support their final judgements for science.

Foundation Subject Assessment:

1) Objective assessment are carried out at the at the end of each unit for the objectives which are relevant for that unit for 6 children.
2) Teachers have clear assessment criteria to assess against for each subject.
3) Assessments are recorded on INSIGHT (Objectives)
4) The 6 children are used as benchmarks for the class assessment. Staff can choose to flood fill the objectives for other children but this is not expected.
5) At the end of each term, using the 6 benchmark children's assessment, staff will decide an overall teacher assessment for each child.
6) If a child is a real outlier, (either significantly below or significantly above their current year group), **notes are made on their assessment** as to why they are at this point and how they can be supported, either through enrichment opportunities if working significantly above, or supported if working significantly below.
7) Selecting the 6 benchmark children each teacher will choose their 6 children. (2 Above EXS, 2 EXS, 2 WTS) The 6 children will probably be different for each subject.

Curriculum

Vision and Intent:

The Curriculum at Woodlea is underpinned by a wider vision for primary education where all children flourish and can take their place in the world as informed and responsible citizens, ready and able to meet the global challenges of sustainable and equitable living. "Ready for Life". We want the children to be caring, respectful, resilient and curious.

Content and Structure:

When making decisions about the content, the National Curriculum provides the key reference point and we ensure we cover the National Curriculum content for each subject. National curriculum in England: primary curriculum - GOV.UK. However, within the National Curriculum there are choices which the school has made in terms of key content; the wider curriculum and how the school's vision and values are embodied. Other considerations are around subjects as individual disciplines and how they link with each other. Linking of knowledge is a vital part of learning about the world. Young children do not see learning about the world around them in separate subject areas. The EYFS framework (2024) Early years foundation stage (EYFS) statutory framework - GOV.UK outlines the key knowledge that children need to start school. As children progress through their learning journey at Woodlea, the curriculum is mapped so they build their initial knowledge of the world, which they view as one body of knowledge, into a body of academic subject specific disciplinary and substantive knowledge. For example, they learn what it means to be a scientist, geographer or historian, but also to draw on and apply knowledge from different disciplines to enhance their understanding of specific subjects or concept.

The Curriculum at Woodlea, has been mapped to ensure there are clear sequences of learning which are matched to a child's age and stage and which build upon each other. Skills and knowledge are taught alongside one another. Throughout the curriculum, there is a focus on the foundational knowledge which the children need to move onto their next stage of learning.

Engagement and Inclusivity:
For successful learning, we need to ensure all children are engaged and can access the curriculum. To facilitated this we ensure we make real world connections and revise our curriculum to incorporate current events. We make the learning interactive, hands-on and practical as we know active participation engages learners, stimulates curiosity, gives them concrete experiences and helps retention of knowledge.

Woodlea's demographic and local context mean that it is very important that our curriculum educates children about the diverse world that they are part of as their first hand experiences might not facilitate this. When considering curriculum content, we consider how it represents different cultures, histories, and perspectives in order to foster global awareness and empathy.

When planning for learning, we consider how we support students with varying abilities to access the content.

Sustainability and context:
We have identified key areas we want to include within our curriculum based on our view of ensuring children are "Ready for Life". These are: Sustainability and environmental awareness; knowledge of how to manage finances; and first aide

Review and Evaluation:
There's no such thing as the perfect curriculum, and improvement is a continual process of adjustment and refinement. It is the reason the curriculum design at Woodlea has been (and continues to be) worked on collaboratively, drawing on the strengths of teachers, subject leaders, senior leaders and subject professional bodies. Our particular focus in 2024/25 is the development of specificity around how concepts/themes are linked within and between subjects and how they might be revisited and built upon through the curriculum.

In the following pages, the Intent and key approaches to the teaching of each subject are outlined.

Art & Design

Intent

Our intent for our art and design curriculum is for it to encourage creativity, self-expression, and an appreciation of artistic heritage. Pupils explore a variety of techniques and media while learning about influential artists and movements. We aim to enable the children to experiment with techniques and take inspiration from artists to create their own unique artwork; to inspire confidence in their artistic abilities and foster a lifelong appreciation for the visual arts; to enable children to express themselves through their artwork and for this expression of themselves to be celebrated.

Implementation & Pedagogy

Our curriculum is designed so that children get development of drawing, painting and sculpture as they progress through the school. Children will spend the first part of a unit researching an artist, the next part practising techniques and the final part creating their own pieces of art reflecting the medium that has been taught. This incorporates learning about specific artists from history. Decisions around the artists chosen to study & link to our school vision / values.

- Research – 2 lessons.
- Practice – 2 lessons.
- Do – 2 lessons.

Resources

- Resourcing for the subject is supported by some Plan Bee resources and other ideas found: Woodlea - T&L - Documents\3 Teaching & Learning\2 Curriculum\4 Foundation Subjects\Art
- Woodlea Art Overview found here.
- Art supplies can be found in the basement and additional resources can be found in classroom cupboards.

Computing

Intent

Our computing curriculum prepares pupils to be responsible **digital citizens** who are confident in **computer science, digital literacy** and **information technology.** Pupils develop computational thinking and coding skills, enabling them to understand and create digital solutions. We aim to instil a deep understanding of e-safety and equip pupils to navigate an increasingly digital world.

Implementation & Pedagogy

We use the NCCE Teach Computing Curriculum to structure the progression for Computing. This meets the National Curriculum requirements for Computing and it provides a clear sequence of learning and progression for this subject which feeds into the children's next stages of learning.

The curriculum is underpinned by 12 principles of Computing Pedagogy: Lead with concepts; Work together; Get hands-on; Unplug, unpack, repack; Model everything; Foster program comprehension; Create projects; Add variety; Challenge misconceptions; Make concrete; Structure lessons; Read and explore code first.

Lessons are a mixture of classroom based learning and practical activities. Where possible teachers make links with other curriculum areas to allow the children to apply the skills to a specific context. . Teachers are provided with with high quality resources to ensure that all staff, whatever prior subject knowledge are able to teach high quality lessons. It also provides materials to support a range of learners.

Resources

- We use teachcomputing.org for planning, resourcing, assessment and mapping of the Computing curriculum.
- We also cover online safety as part of the Computing curriculum but this content is predominantly covered via the PSHE curriculum we provide alongside whole school projects around e-safety.
- We have laptops and desktop computers available.
- We have Beebots which are stored in the ICT suite and Microbits.
- Overview found here.

Design and Technology

Intent

Our design and technology curriculum equips pupils with practical skills to design, make, and evaluate products. We want children to understand the importance of the research, design, make and evaluate processes; and to be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose and understanding of the 'audience'. Through hands-on experiences, pupils learn to solve real-world problems creatively and responsibly. We aim to foster curiosity innovation, resilience, and an understanding of the impact of technology on society.

Implementation & Pedagogy

To fulfil our intent we use the D&T Association's Projects on a Page scheme as our basis for sequencing learning to ensure we cover the Design & Technology National Curriculum. This was chosen for several reasons.

1) It is devised by the D&T Association, the professional body for D&T education and therefore based on good practice in D&T.
2) It is based on the six essentials of good practice in D&T (User, Purpose, Functionality, Design decisions, Innovation, and Authenticity) which need to be in place in teachers' planning to ensure children's learning is genuinely design and technological in nature.
3) Its structure provides flexibility around the products /outcomes facilitating teachers ability to make relevant links to other curriculum areas and real life which in turn ensures products and learning is relevant and authentic.
4) Each planners provides suggestions for users and purposes, and a list of authentic products that children could design and make.

The scheme of work ensures children design, make and evaluate products using the broad range of materials and components specified in the statutory requirements. These include construction materials, textiles, food, mechanical components and, in Key Stage 2 only, electrical components. Each Project Planner lists a range of possible resources to use including tools, equipment and materials which teachers adapt as appropriate.

Each Project on a Page Planner includes three types of activity:

- **Investigative and Evaluative Activities** (IEAs) where children learn from a range of existing products and find out about D&T in the wider world;
- **Focused Tasks** (FTs) where they are taught specific technical knowledge, designing skills and making skills;
- **Design, Make and Evaluate Assignment** (DMEA) where children create functional products with users and purposes in mind.

We use a clear design process for all units which is followed with clear progression in skills:

- Lesson 1: Design/research – investigate and evaluate activities (IEAs)
- Lesson 2: Design
- Lesson 3: Make – Focused practical task
- Lesson 4: Make
- Lesson 5: Make
- Lesson 6: Evaluate

Resources

- DT curriculum folder contains references for planning, activity and resourcing ideas. Ref. DT Association 'Projects on a Page' Guide, pg 6 for planning using these documents Projects on a Page Guide.pdf
- DT Association membership – speak to coordinator for details to access.
- Overview found here.
- Use the progression of skills document within the curriculum folder to assess children.
- Resources can be found in the basement.

English

Reading

Intent

*We **learn to read** so we can **read to learn***

*To foster a **love of reading** which empowers all children to **read fluently**, to **comprehend confidently**, and to engage in **independent thought** and study in all subject areas*

Implementation & Pedagogy

We begin ***'learning to read'*** through the systematic synthetic phonics programme, Little Wandle Letters and Sounds, whereby children are supported through reading-age appropriate phonically decodable books. Comprehension is introduced from Reception through our 'Storytime' sessions to enable ***'reading to learn'***, which includes the skills of *predicting, clarifying, questioning, and summarising* within reading-age matched, or thematically-challenging texts.

Reading structures at Woodlea:

We use a range of reading lessons or occasions to enable "learning to read" & "reading to learn" opportunities.

1) **Whole-class Reading sessions**
   - These happen daily in all year groups
   - EYFS & Year 1, in our Learn to Read approach, Phonics is taught to all children in this daily session. Children who fall behind are offered keep-up and catch-up intervention. Texts are challenging and engaging; we aim to develop decoding fluency and prosody, as well as comprehension skills such as inference and prediction, throughout the whole-class teaching of reading.
   - In our Read to Learn approach, lessons are discussion-based with written responses offered multiple times a week in Reading Journals. Books in these sessions are called the Whole Class Reading Books.
   - Whole class reading books can be found in individual classrooms.

2) **Guided Reading Sessions**
   - Groups sessions take place daily
   - Use high quality texts – Guided Reading Books
   - In EYFS and KS1 they read the book 3 times in school and then take the book home at the end of the week..
   - In KS2, the Guided Reading Books are taken home daily These books are called Guided Reading Books in both of our reading approaches.
   - In our Learn to Read approach, texts offer fidelity to Little Wandle Phonics. Children are regularly assessed using Phonics Tracker and are provided with a book that matches their reading/phonic attainment.
   - In our Read to Learn approach, children read in a group and then take home a small group text matched to their reading band, which is assessed based on children's accuracy, fluency, and comprehension. These books are banded using a combination of Lexile Scoring and ATOS scores. Across the school, we ensure

that an adult reads with each child at least once a week in small group. Children are also given comprehension questions for homework which is completed in their Reading Records.

3) **Wider Reading**
   - In addition to the Guided Reading Book, children are encouraged to choose a text that interests and excites them which can be read independently or with help from an adult from our class or school libraries. All children have timetabled access to the school library each week.
   - Poetry is also taught explicitly in KS2 where a poem is assigned every half term which the children are expected to memorise and perform. This is completed once a week for 30 minutes.

4) **Storytime**
   - Every day in Key Stage 1, the teacher uses a Storytime text to model fluency, enjoyment and interest in a range of different styles of writing and types of text the end of the school day to develop their vocabulary and to expose them to high quality and challenging texts. These texts are often above the level that children can read independently.
   - In EYFS, books are selected from a special story time book basket and, in Key Stage 1 & 2, key texts are selected to complement the topic learning, our school values and containing diverse authors, themes and characters.

<u>Resources</u>

- Guided Reading books are found in the meeting room cupboard.
- The banding and list of books including poems can be found in the reading curriculum folder.
- Books for pleasure are available in the classrooms and in the Library.

<u>Implement - Learn to Read -</u>

- **Phonics Lessons**
  - Follow a specific four-part lesson structure and teaching sequence (review, teach, practise, apply) which promotes independence, resilience and success in all our learners.
  - Ensure that all phonics teaching is delivered with pace and passion.
  - Include an active element to all lessons that ensures participation for all learners.
  - Teach Phonics in small groups for our lowest 20%
- **Reading Groups**
  - Intelligent practice – teaching, not just listening to readers.
  - Children use the same book for all three sessions
  - Book then sent home for the weekend.
- **Reading Diet**
  - 100% decodable books in phonics lessons so that children can directly apply their new knowledge and phonic skills at an appropriate level. (We use books from Bug Club Phonics).
  - Challenging texts for whole-class reading to be tackled through collaborative learning.
  - Storytime texts based on school values
  - Poems to learn by heart

<u>Implement - Reading to Learn</u>**:-**

- **Reciprocal Reading Pedagogy**
  - **Triggering Prior Knowledge**
    - Summarising prior learning/concepts
  - **Predict**
    - Enabling the reader to anticipate what will come next in the text, based on:
      - Prior knowledge
      - Structure of the text

        - Content of the text
        - What has been read previously
    - **Read**
        - Children read independently at their own pace.
        - Silently or to themselves
        - Teachers ***can*** hear an individual read-aloud
        - Reading ***can*** *be done as a whole class*
    - **Clarify**
        - Clarifying enables the learner to deal with difficulties of:
            - Unfamiliar vocabulary – words/phrases
            - New or challenging concepts
            - Where meaning is lost
        - Best clarification comes from the children – some words seem obvious to teachers but that is irrelevant for a child to whom it is not obvious!
    - **Question**
        - Asks questions about the text that they have just read
        - Leader should invite different ideas and suggestions to questions
    - **Summarise**
        - Summary identifies main or most important point in the section read
        - Gives indication of reader's understanding
        - Encourages the reader to sift main ideas in own words
        - Sets up prediction for next section
    - **Comprehension questions**
        - This is where the learning objective comes from after a number of reading cycles. These questions are based on a range of reading skills. These questions should use the APE approach.
- **Accurate assessment**
    - Reading with teacher
    - Rising Stars (Comprehension)
    - Reading Ages (Word Reading)
    - PM Benchmark (Fluency & Accuracy)
- **Reading Diet**
    - Reading-attainment matched texts (Individual Reading)
    - Whole class reading texts (Broad and Balanced)
    - Storytime texts (School Values/Topics)
    - Wider-reading texts (Enjoyment)
    - Poetry

See Reading Policy for further detailed guidance on the Reading structures and reading lesson guidance.

We have selected the whole class and guided reading texts based upon the following principles:

1. Appropriate Reading Level

- Texts should match the reading abilities of the children, providing a balance between accessibility and challenge.
- They should encourage fluency and comprehension without being so difficult that they frustrate or discourage readers.

2. Engaging and Relevant Content

- Texts should capture children's interest, reflecting topics they find engaging or relatable.
- Stories that align with pupils' experiences, curiosity, or imagination can enhance motivation to read.

3. Diversity and Inclusion

- A range of texts should represent diverse cultures, backgrounds, genders, abilities, and perspectives.
- This helps foster inclusivity and ensures children see themselves reflected in what they read, while also introducing them to other viewpoints.

4. Curriculum Alignment

- Texts should support broader curriculum goals, linking to themes or subjects being explored in class.
- Cross-curricular texts can deepen understanding in areas like history, science, or geography.

5. Rich Language and Vocabulary

- Texts should expose children to varied and sophisticated language, building their vocabulary and appreciation of language use.
- High-quality texts with expressive and descriptive language support literacy development.

6. Range of Genres and Forms

- A variety of genres, such as fiction, non-fiction, poetry, plays, and graphic novels, should be included to expose pupils to different styles and formats.
- Encouraging familiarity with diverse forms fosters adaptability and broadens literary appreciation.

7. Moral, Social, and Emotional Development

- Texts should contribute to children's personal growth by addressing moral dilemmas, empathy, and resilience.
- Stories that encourage discussion about values, relationships, and emotions are valuable for holistic development.

8. Age Appropriateness

- Content should be suitable for the age group, avoiding themes or language that are too complex, sensitive, or inappropriate for their stage of development.

9. Opportunities for Discussion and Critical Thinking

- Texts should stimulate questioning, reflection, and discussion, allowing children to explore themes, characters, and events in depth.
- Stories with ambiguous endings, complex characters, or underlying messages encourage deeper engagement.

10. Progression and Challenge

- Texts should allow progression in reading skills, gradually introducing more complex narratives, structures, and vocabulary as pupils advance.
- Challenges should be introduced incrementally to build confidence and competence.

12. Opportunities for Creativity and Enjoyment

- Texts should inspire creativity, such as through follow-up activities like writing, art, or drama.
- Above all, they should instil a love for reading by being enjoyable and rewarding experiences.

By adhering to these principles, teachers can ensure their text selections support both academic and personal development, while fostering a lifelong love for reading.

Writing

At Woodlea, we use the Talk4Writing approach for our teaching of writing. We aim to spend equal amounts of time on fiction (including narrative and poetry) and non-fiction writing in all year groups to ensure the best progression possible throughout the school. We have created a 'menu' for fiction (narrative) and non-fiction units. These identify the lessons and objectives that should be covered within each week; teachers may choose to change the order of lessons within a unit to suit their class's needs and the specific requirements of the genre they are teaching. Poetry units will mostly be shorter than the three week structure of all other units and do not need to include each part of these menus. We aim to achieve consistency across the school whilst allowing flexibility for teachers.

Fiction (narrative) Menu

	Mon	Tues	Wed	Thurs	Fri
Week 1 Imitate	25 mins cold write 35 mins grammar linked to unit focus/pick up on misconceptions from previous hot write.	(Read the model text first in Reading - Reading as a Reader) Text map	Short burst hook Begin toolkit – add to throughout unit (oral rehearsal)	Short burst drama (oral rehearsal)	Short burst poetry (oral rehearsal)
Week 2 Innovate	Read as a writer and boxing up	Short burst grammar (Innovate KS1)	Shared write	Shared write	Shared write
Week 3 Invent/ independent	Hot write planning	Hot write	Hot write	Hot write Editing focus	Hot write Publishing

Non-fiction Menu

	Mon	Tues	Wed	Thurs	Fri
Week 1 Imitate	25 mins cold write 35 mins grammar linked to unit focus	(Read the model text first in Reading - Reading as a Reader) Text map	Read as a writer and begin toolkit – add to toolkit throughout unit	Short burst drama – vocab focus (oral rehearsal)	Short burst - organisational devices focus (oral rehearsal)
Week 2 Innovate	Short burst – grammar focus (oral rehearsal)	Boxing up and shared planning	Shared write	Shared write	Shared write
Week 3 Invent/ independent	Hot write planning	Hot write	Hot write	Hot write Editing focus	Hot write Publishing

Explanation of lessons / terms as they appear above,

Cold write: an independent piece of work that the children complete before the unit teaching begins for the purpose of assessment and to inform planning of unit. This should be linked to skills and features that you will be assessing at the end of the unit, for example setting descriptions or the use of formal language. This will usually be a shorter piece of work than the hot write completed at the end ie not a whole story, just a section etc.

Model text: a carefully crafted example of the type of writing that pupils are expected to produce. Central to the talk4writing approach, it: demonstrates key features of a particular genre (e.g., narrative, explanation, persuasion); provides rich vocabulary, sentence structures and stylistic elements; is used for oral retelling, text mapping and shared analysis; acts as a foundation for imitation before innovation and independent writing.

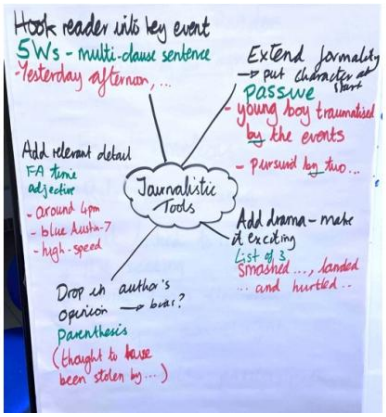
Read as a reader: this focuses on reading the model text for enjoyment and understanding, just like a real reader would. It can include responding to the story, exploring personal reactions, themes and emotions, rather than analysing how it's written (which is 'Read as a writer'). The children usually answer comprehension questions in their books focusing on retrieval, inference and vocabulary skills.

Text map: a visual tool that helps children learn and remember a model text. It uses pictures, symbols, and key words to represent the main events or parts of the text in sequence. This makes it easier for pupils to retell the story orally and understand its structure, which supports their writing later on. This should be revisited throughout the unit, particularly week 1, in order for children to retain the vocabulary and structural ideas. For example:

Short burst: brief, focused writing activities that help children practise specific skills or techniques. These bursts are often based on parts of the model text and aim to build confidence, improve vocabulary, or develop grammar before writing a full piece. They help children try out ideas in a manageable way.

Short burst hook: an engaging activity near the start of the unit designed to capture children's interest and immerse them in the topic or text type. It could be a role-play, mystery object, video or exciting event. The goal is to spark curiosity and get pupils emotionally connected to the upcoming learning. Teachers may choose to finish this lesson with a short burst write.

Toolkit: a clear, pupil-friendly list of writing techniques and ingredients that are specific to a particular text type or genre. Usually co-created with the children and referred to throughout unit. It should include 3 elements: **what effect is being created**, **how the writer has done it** and **examples** from the model text. For example:



Oral rehearsal: a short amount of time spent revisiting the text map.

Short burst drama: used to help children explore the text deeply by acting out parts of the story or taking on roles. Through drama, they can understand characters, events and emotions more clearly. It also helps develop oral language, comprehension and ideas for writing, making the story more memorable and meaningful. Teachers may choose to finish this lesson with a short burst write.

Short burst poetry: brief, focused poetry-writing activities that are used to develop language, creativity and confidence in writing. It is used to explore a **theme, setting or character** related to the main unit of work, for example with a picture relating to one of these. The class usually begin by working together to brainstorm nouns, adjectives, verbs etc inspired by the picture, which are all collated on large flipchart paper for everyone to magpie

(use in their own writing). These ideas and vocabulary are then used to create short poems, which may then be developed into longer prose.

Read as a writer: the process of closely analysing a text to understand how it works, with the aim of helping pupils become more effective writers themselves. The class will: explore the writer's choices looking at language, structure, tone and techniques; identify what makes the writing effective or engaging; learn how to magpie (borrow) useful words, phrases and ideas for their own writing. The ideas discussed should link closely with the genre toolkit that the teacher intends to use.

Boxing up: a planning strategy that helps pupils break a text into clear sections to understand and replicate its structure. Pupils should: divide the model text into key parts (e.g., opening, build-up, problem, resolution, ending for a story); summarise what happens in each section, focusing on structure rather than detail; use the boxed-up plan to create their own version of the text during the innovation stage.

Shared write: a collaborative writing process where the teacher and class co-construct a piece of writing together, with the teacher modelling the writing process in real time.

Hot write: the final, independent piece of writing that pupils produce at the end of a unit. It shows what they have learned and how well they can apply the skills, techniques, and structures they've been taught. It should reflect the genre focus and include features from the toolkit. It is usually based on a new topic or context, requiring pupils to transfer and adapt their learning. This should be completed without teacher-support and acts as a form of assessment however sometimes for younger children or children with SEND it is sometimes completed with more support.

Resources

- Planning and genre mapping can be found here on the website
- TfW books explaining fiction and non-fiction process are available within school.

Alan Peat's Sentence Structures: In 2025/26 we are trailing the use of Alan Peat's sentence structures to support the children to develop the quality of their writing. These will be used as sub-targets in a writing unit or lesson. Staff have mapped out some of the different sentence structures to each year group (link). These will be explored and discussed during shared and guided reading or reading as a writer sessions. The sentence type will be introduced and its name explained. Most importantly a discussion about the "WHY" the writer has used the sentence type at a particular point within the text will take place. The exploration of when and why sentence types are used is fundamental. "Fitness for purpose" is key to ensuring the sentences are used in the appropriate context.

To support **Spelling and Grammar & Punctuation teaching**, teachers have access to CUSP Spelling and No Nonsense Grammar. These resources can be found in the Grammar, Spelling and Handwriting curriculum folder. These resources have been chosen as they structure the progression in Spelling and Grammar laid out in the National Curriculum.

- NNS Grammar and Punctuation can be used within the short burst writing part of the TfW unit of work.
- **Spelling** should be taught discretely and follow the CUSP Spelling learning plans and lesson sequences (3 lessons per week). See the CUSP teachers handbook for details of the principles and lesson structures. The sequences and planning can be accessed on line at: CUSP | Curriculum with Unity Schools Partnership
- Access to SPAG.com is available for KS2 to practice SPAG SATS style questions. Logins required (ask Daniel Cole).

Handwriting will be taught discretely in EYFS and KS1. We start using the agreed cursive writing template in Year 1 which you can find in the Grammar, Spelling and Handwriting curriculum folder. Please reference the **Handwriting & Presentation Policy** for specific details.

Interventions will be set up in KS1 and continued into KS2 if work is needed using Letter Join.

French

Intent

We intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies. As a school we selected French as the language to teach following collaboration with local secondary schools.

Implementation & Pedagogy

We use the PlanIt French scheme to teach French because it has been designed with non-specialists in mind: It is designed to help to scaffold the languages curriculum and make teaching and learning French an easy, fun experience for pupils and teachers alike. Children are taught French from Year 3 onwards and have a lesson a week.

The curriculum:

- Has a linear approach. The units are written to be taught in a linear fashion, beginning in Year 3 and following through to Year 6.
- Builds on prior learning. Language points already taught are referenced, reinforced and recapped while you build new knowledge and skills.
- Has a clear progression. The National Curriculum languages aims are covered in progressive difficulty, gradually leading to more demanding expectations from Year 3 to Year 6.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Resources

- Resources which are supplied by Twinkl are available in the French Curriculum Folder.
- Overview available here.

Geography

Intent

Our geography curriculum broadens pupils' understanding of the world, including its physical features, human activity, and interconnections. To enable all children to develop secure geographical knowledge and understanding of place, location and the human and physical geography of the world. Children will develop an understanding of the impact of human processes on the environment and the need to respect the world that they live in. They will gain a sense of their place in the world and an understanding of how the earth's features are interconnected and change over time. We aim to develop inquisitive and responsible global citizens who are aware of environmental challenges and the role they can play in protecting the planet. Pupils learn to carryout fieldwork, interpret maps, analyse data, and think critically about geographical issues.

Implementation & Pedagogy

- A question-based approach where geography is taught termly, focusing on the skills and knowledge stated in the National Curriculum programmes of study.
- Carefully planned units of learning will ensure sequential progression and coverage of the skills and knowledge needed with teachers planning engaging and inspiring lessons.
- Questions will be used as lesson drivers to help children make observations, connections and comparisons about what they see, learn and understand.
- Children will carry out field work where appropriate.

Resources

- We have access to resources from the Geographical Association and use the Royal Geographic Society as a source of information and CPD
- Overview document found here.
- Maps/globes are present in every classroom.
- Digi-maps – Login details available, email Geography Co-ordinator (Rachel Menham) for details.
- Link to Messy Maps https://geography.org.uk/wp-content/uploads/2023/07/Space-walks-and-messy-maps-2023.pdf
- Plan Bee resources are also available.

History

Intent

To enable all children to use a range of historical enquiry to develop their knowledge and understanding of both people and events in the past, in Britain and abroad. They will understand the chronology of British history alongside that of the wider world by investigating the cause and effect of historical events. This will inspire a lifelong curiosity in children about the past.

Our intent is to ensure that pupils:

1. **Develop Chronological Understanding**: Build a secure understanding of key historical periods, events, and timelines, recognizing the connections between them.
2. **Foster Enquiry and Critical Thinking**: Ask perceptive questions, evaluate evidence, and develop informed conclusions about the past.
3. **Explore Diversity and Perspective**: Appreciate the complexity of people's lives, the diversity of societies, and the interplay between continuity and change over time.
4. **Understand Historical Concepts**: Master essential historical concepts such as cause and consequence, similarity and difference, significance, and interpretations of history.
5. **Connect Past and Present**: Recognize the relevance of history in understanding current events and their own identities within a broader historical context.
6. **Build Local and Global Awareness**: Gain insight into local, national, and global histories to develop a well-rounded understanding of the past's impact on the present.

Through engaging lessons, rich narratives, and meaningful historical enquiries, our curriculum encourages pupils to become curious, reflective, and analytical thinkers. By studying history, pupils develop a sense of identity, a love for learning about the past, and an understanding of their role in shaping the future.

Implementation & Pedagogy

- A question- based approach where history is taught termly, focusing on both the knowledge and skills stated in the National Curriculum Programmes of study.
- Carefully planned topics and will ensure progression and coverage of the skills and knowledge needed with teachers planning engaging lessons to inspire curiosity.
- Questions will be used as lesson drivers and allow the children to weigh evidence, scrutinise arguments, make connections and develop their critical thinking, which will in turn enable them to form their own judgements.

- Educational visits and visitors will be incorporated into the learning to enhance and widen children's learning experiences and opportunities.

Resources

- A range of historical resources and artefacts will be used to gather evidence, make comparisons and build knowledge of the past.
- Artefact boxes/resources are available in the loft.
- Reference to PlanBee resources in curriculum folder for planning, activity and resourcing ideas.
- Access to KeyStage History is available – contact the history coordinator (Fiona Hill) for details.
- Use of the Historical Association website is available – contact the history coordinator (Fiona Hill) for details.
- Use tracking on INSIGHT to assess children's skills progression at the end of each unit and use retrieval quizzes/ activities to assess 'sticky knowledge'.
- A progressive timeline will be in every child's book to support chronological concept and remind children of previous learning.
- Overview of History available here.

Maths

Intent

Children leave Woodlea with a secure knowledge of mathematical concepts and confidence to approach problem solving situations. We prepare them for secondary school with the mathematical foundation they need to be successful, and we prepare them for life through problem solving – a multi-faceted area which goes far beyond just the core mathematics, but logical reasoning and observing different perspectives of situations.

Using the White Rose Maths scheme, our curriculum is carefully sequenced to provide a coherent journey through mathematical learning, focusing on building fluency, reasoning, and problem-solving skills.

Our intent is to ensure that pupils:

1. **Develop a Strong Mathematical Foundation**: The curriculum is sequenced to build knowledge and skills progressively, allowing children to secure key concepts before moving to more complex ideas.
2. **Master Mathematical Concepts**: The White Rose Maths approach emphasizes mastery by exploring concepts in small, connected steps. Pupils gain a deep understanding of topics and can apply their knowledge flexibly.
3. **Build Fluency and Confidence**: Through practice and varied representations, pupils develop fluency in core mathematical skills, ensuring they can recall and apply knowledge quickly and accurately.
4. **Reason Mathematically**: Pupils are encouraged to explain their thinking, justify answers, and make connections between mathematical ideas.
5. **Solve Problems in Real-World Contexts**: Learning is applied to meaningful, real-world problems to ensure pupils see the relevance of mathematics in everyday life.

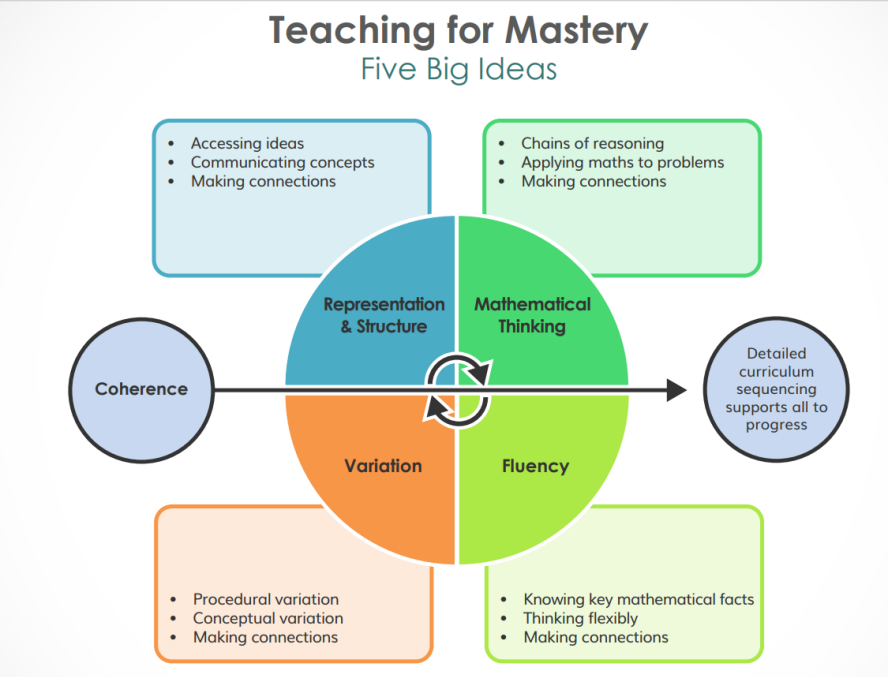
The White Rose Maths scheme provides a consistent framework that scaffolds learning effectively, ensuring all pupils, regardless of starting points, make strong progress. By breaking learning into small steps and revisiting key concepts regularly, it builds pupils' confidence and ensures that learning is secure.

Our ultimate aim is to develop a love of mathematics and equip pupils with the skills they need for the next stage of their education and beyond, fostering resilience, curiosity, and a positive attitude toward challenges in mathematics.

Implementation & Pedagogy

We use the Mastery approach to Mathematics at Woodlea. This means that:

- The whole class moves through content at the same pace.
- It gives pupils time to think deeply about maths.
- Builds self-confidence in learners.
- Differentiates through depth rather than acceleration.
- Use of concrete, pictorial and abstract representations of problems.
- Same-day Intervention.



Resources

- We use resources from the White Rose website (login required) to facilitate our Mastery curriculum. If downloaded, all resources can be found in the curriculum folder.
- TA Hub is a portal on the WRH website which has pre-teaching resources linked to each small step. Access this with your WRH login.
- White Rose Infinity is accessible via the WRH website. This has AI generated questions which allow more fluency practice linked to the small steps and questions used within the WRH lessons. This is accessed through the 'account' page on WRH website. Resources can be created digitally or printed off.
- Concrete resources are found in every classroom and some can be found in the attic. Some are stored centrally in the KS2 cloakroom.
- To facilitate times tables development, we use TTRockstars. Teachers follow a termly guide to follow to ensure coverage of times tables learning which is the curriculum folder for maths. Powerpoints with each times table and order to practice them in are available for teacher in the curriculum folder.
- Teachers in KS1 can also access Numbots which practices number facts.
- Logins for TTrockstars and Numbots can be obtained from the Maths Co-ordinator (Daniel Cole)
- There are also daily sessions of 'Mastering Number' in Reception – Y2, a 10-minute session of number work. Resources for this are available in the maths curriculum math folder.
- Resources from the NCETM can be used to teach maths mastery and are available here.
- Testbase has SATs styled questions and other pre-made resources which year groups can use to consolidate fluency and problem solving skills. Login is required (See Nina Gambier) and is accessible here.

Music

Intent

At Woodlea, we aim to make music enjoyable for everyone and nurture children's talent and enthusiasm. Through lessons, assemblies and performances, pupils will be able to express themselves, deepen their levels of creativity and increase their self-confidence.

Using Charanga's Model Music Curriculum, our music provision is carefully sequenced to ensure that all children experience a high-quality, engaging, and inclusive music education. It offers a broad, deep, meaningful and practical experience for musically rich teaching and learning, in line with the statutory National Curriculum for KS1 and KS2.

The curriculum is carefully planned around a framework of spiral learning, and ambitious yet appropriate progression ensures that potential is continually developed, enriched and reinforced.

Our intent is to ensure that pupils:

1. **Develop Musical Knowledge and Skills**: Build a secure understanding of musical elements, including pitch, rhythm, dynamics, tempo, timbre, texture, and structure, through progressive and practical activities.
2. **Experience a Broad and Balanced Curriculum**: Explore a wide repertoire of musical styles, traditions, and genres, including classical, folk, world music, and contemporary compositions.
3. **Become Confident Musicians**: Develop their performance skills through singing, playing instruments, and ensemble work, fostering confidence and enjoyment in making music.
4. **Compose and Create**: Learn to improvise and compose music, expressing their own ideas and emotions through sound.
5. **Listen and Appraise**: Cultivate their ability to listen to and evaluate music critically, reflecting on their own and others' work.
6. **Celebrate Diversity**: Appreciate music from different times, places, and cultures, broadening their understanding of the world and encouraging respect for diversity.

Charanga's Model Music Curriculum supports our intent by providing a structured, cumulative program that builds on prior learning while offering flexibility to adapt to our pupils' needs. Through engaging lessons, interactive resources, and opportunities for performance and collaboration, we aim to ensure every child develops confidence, creativity, and a sense of achievement in music.

By embedding a love of music and fostering musical skills, we prepare pupils for future opportunities in education and beyond, while ensuring that music enriches their lives both in and out of school.

Implementation & Pedagogy

Everything needed to deliver engaging lessons is provided: planning and assessment materials, interactive teaching programs, recordings, videos, displays, step by-step teaching notes, technology advice are all part of the resource and suggested adaptations for children with SEND are available in the teaching notes.

Resources

- Teachers will need a login to access Charanga. Log in
- Instruments can be found in the music room located on the top floor in the main building.

Outdoor Curriculum

Intent

To ensure high-quality regular provision through our Outdoor Learning curriculum. To provide young people with experiences that promote personal development and well-being. To equip our pupils with practical life skills.

Pedagogy

There are 5 domains which the children will be covering as part of the curriculum, but these domains are just the vehicle to deliver our Outdoor learning. What they will gain from doing our outdoor curriculum, are not only practical skills, but life skills such as resilience, teamwork, independence, problem solving and risk assessing. It is these life skills that the children will be reflecting upon and will then transfer and use in other areas of the curriculum and their lives.

Different schemes for each Key Stage; In KS1, this will be known as our Acorn Curriculum. In KS2, this will be known as our Oak Curriculum.

Children will not necessary be limited to one curriculum or the other, it will be down to their own level of skill and competency, assessed by a member of staff, if they can do an activity from a different curriculum.

There are 5 domains to our curriculum. They are:

- Creative – artistic and craft skills being using natural materials.
- Environmental – looking after and learning about our school and wider environment
- Outdoor + - Pure outdoor skills such as fire building, cutting with saws and putting up tents
- Pioneering - using knowledge of knots and construction to build gadgets and structures.
- Orienteering and Communication- using different ways to communicate and navigate (without digital technology).

The lessons follow the following structure:

Plan	Dress in appropriate clothing and gather equipment needed. Risk assess activity that they have chosen to do.
Do	Go and do the activity!
Review	Reflect upon the skills they have used. Tidy and clear up the area and themselves.

Resources

- The outdoor curriculum can be found in the curriculum folder for planning, activity and resourcing ideas.
- An Outdoor curriculum shed is situated near the outdoor classroom. This will contain resources such as the lesson cards, dangerous equipment and other tools. This must remain locked. Other resources are available in black containers.
- With outdoor learning, **there is always going to be a level of risk**. **This does not mean we rule out any activities, but we risk assess to reduce the amount of risk as much as possible.**
- Teachers must risk assess the activities before completing them. Children will be taught to risk assess as well as part of the learning.

P.E

Intent

To ensure children become life-long active people through inclusive P.E. Children will develop key learning behaviours essential for physical health and sport. Children will develop fundamental movements which allow them to access sports and fitness opportunities.

Implementation & Pedagogy

- We use REAL P.E to facilitate our curriculum and allow them to develop as Physical learners.
- There are two key strands to this curriculum which develop the children:
- Skills – Personal, Social, Applying Physical, Cognitive, Creative and Health & Fitness.
- Fundamental Movements – Agility, Balance, Coordination
- Each skill is covered over the course of a half term.
- The fundamental movements are covered in a progressing manner throughout the year groups.
- A lesson is broken up into 4 sections: Warm Up, Skill Development, Application of skill, Review.
- We compliment our REAL P.E curriculum with our bespoke Sport Curriculum. This applies the skills learnt in a competitive environment.

Resources

- Access to the REAL P.E curriculum is available on their website. Logins are obtainable from the subject co-ordinator/SLT.
- Overview of our P.E coverage here
- Cards to support the lesson are available in pink folders found in classrooms.
- When children get into Year 6, they move from the REAL P.E curriculum to doing sports which match up with the skills and fundamental movements of the REAL P.E curriculum.
- P.E resources are available in the cupboard in the hall or in the shed located behind the rear of the hall near the playground.

PSHE & RSE

Intent

To be able to:

- Give pupils the knowledge and develop the self-esteem, confidence, and self-awareness to make informed choices and decisions.
- Encourage and support the development of social skills and social awareness.
- Enable pupils to make sense of their own personal and social experiences.
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- Enable effective interpersonal relationships and develop a caring attitude towards others.
- Encourage a caring attitude towards and responsibility for the environment.
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
- Understand how society works and the laws, rights and responsibilities involved.

Implementation & Pedagogy

At Woodlea Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education.

- One lesson a week for 30-40 minutes.

- Recording of class's learning is put into a class book with their comments, conversations and insights.

The SCARF programme divides the year into 6 themed units:

- Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
- Valuing Difference: a focus on respectful relationships and British values;
- Keeping Myself Safe: looking at keeping ourselves healthy and safe
- Rights and Responsibilities: learning about money, living the wider world and the environment;
- Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
- Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Only non-statutory lesson is in Year 6 on 'Making babies'. Parents will be notified about that lesson in advance. This is the only lesson a pupil may be withdrawn from at the parent's request.

Any highlighted green lessons on the mapping are lessons teachers will want to notify parents in advance due to the content as a courtesy.

Resources

We use SCARF to provide our curriculum for PSHE and RSE, which has been specifically tailored for Woodlea. Mapping can be found on their website under Woodlea PSHE or in the curriculum folder. Resources are all on the website.

Overview available here

R.E

Intent

To enable pupils to:

- demonstrate an appreciation of the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life;
- recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world;
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience;
- develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development;
- develop the ability to make reasoned, informed and creative responses to religious and moral issues;
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

Pedagogy

- We follow the Surrey SACRE scheme of work which we have tailored for Woodlea using the guidance contained within the scheme.
- Lessons are weekly 40 minute lessons.
- Thoughts, ideas and comments are recorded in class books which are to be passed on to next class at the end of the year.

Resources

- Curriculum resources and mapping can be found in the R.E curriculum folder and on the SACRE website.
- Surrey Agreed Syllabus - Diocese of Guildford (cofeguildford.org.uk)

Science

Intent:

- To provide the foundations for understanding the world through the specific disciplines of biology, chemistry and physics
- To build up a body of key foundational knowledge, concepts and vocabulary alongside strong enquiry skills
- To value the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena

Implementation & Pedagogy

- Focus on providing an excellent balance of subject knowledge and understanding, whilst also developing science enquiry skills which enables children to 'Work Scientifically'. Frequently provide pupils with opportunities to engage in practical enquiry and learn through out of classroom contexts
- Link classroom science to the real world context
- Enquiry and knowledge and understanding are explicitly referenced in lessons. The use of 8 types of enquiry and enquiry skills are taught to ensure children understand all that is involved in the scientific process.

Scientific Enquiry Type

- Identifying, grouping and classifying things (noticing similarities and differences)
- Observing changes over time
- Observing closely
- Noticing patterns (can be simple tests in KS1)
- Researching (finding things out using secondary sources of information)
- Modelling
- Comparative testing (can be simple tests in KS1)
- Fair testing

Enquiry Skills

- Ask questions
- Make predictions
- Decide how to carry out an enquiry
- Collect information - measure, observe, research
- Record data
- Interpreting and communicating results - compare, classify,
- Evaluating
- Understand the science community – now and in the past

Implementation

We use the **Educating People Science** scheme of work to support teachers with planning which is the updated version of the original Kent Science Scheme. We chose this as the knowledge and skills have been carefully sequenced across units and years. Also there is a clear approach to scientific enquiry. Within this scheme of work sequential component knowledge is clearly broken down into steps and composite tasks outlined through which pupils will embed that knowledge. Although they are taught together, there is clarity about which knowledge is disciplinary and which is substantive. Revisiting prior learning and carrying out retrieval practice is an important aspect of learning and will support pupils to commit their knowledge to their long-term memory. This scheme of work, therefore, outlines for each unit the prior knowledge that pupils will need to inform that unit.

We use **Post-it Note** planning proformas to structure experiment planning work. This structure provides a clear progression in enquiry and testing skills.

We also use **Concept Cartoons** at the start of topics to illicit talk around the children's prior learning. These are good pre-learning activities which not only engage the children but also facilitate assessment of conceptual understanding prior to the start of the unit. From this, teachers can plan for misconceptions.

We have developed a progression in recording data which dovetails with the main scheme of work but also links with the Data Handling progression in maths. This can be reference in the Science curriculum folder.

Structure science lessons: In line with our work around metacognition you can reference its application for science in this example The seven-step model - Improving Primary Science | Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)

2024/25: Bright Ideas Time: Following recent research and reviews in the EEF about the Thinking Doing Talking science approach, we are trailing the introduction of Bright Ideas Time, where by children have to think about ideas in science in one of four ways: Odd one out, Think the Link, Positive Minus or Interesting, Big Questions. This links with and builds on our use of **Concept Cartoons** and our work with Blooms Taxonomy to illicit higher order thinking and determine prior knowledge. The Bight Ideas Time can take place at any point during the lesson, but need to happen in every lesson

Resources

All key planning and assessment resources can be found in the Science Subject folder 6 Science. These include:

- The Educating People Science Scheme (formally Kent Scheme of Work)
- Post-it note planning resources
- Bright Ideas Time resources – these are thinking resources
- Concept Cartoons
- Vocabulary Development resources
- Retrieval activity examples
- Primary science skills booklets which provide activities for all the key areas of scientific enquiry skills.

All physical resources for experiments and practical modelling of concepts, including Data Loggers, can be found in the attic.

Useful websites:

- Association of Science & Engineering (ASE) About Us | www.ase.org.uk Useful resources.
- Home - SchoolScience.co.uk
- Home - Primary Science Teaching Trust (pstt.org.uk) – excellent resources and guidance such as science linked to art ideas, A website with a wealth of high quality science planning
- TAPS - Primary Science Teaching Trust (pstt.org.uk) – Teacher Assessment in primary science resources
- Activities - Explorify – activities for starters
- Resources Archive - Science & Plants for Schools (saps.org.uk)
- Primary link directory | www.ase.org.uk – links to other useful websites can be found on this page.
- Thinking, Doing, Talking Science (tdtscience.org.uk)
- Science Oxford Bright Ideas - Science Oxford – Bright Ideas Time activity ideas.
- Concept Cartoon examples: Search all teaching resources | STEM
- Using concept cartoons — Science Learning Hub
- Explorify for primary schools – teaching resources e.g. 12 articles on tricky bits in science to support teachers.

Appendices:

Appendix 1: Subject Leads and Link governors list 2024/25

Curriculum Teams	Subjects	Team Personnel	Link Governor(s)
Creativity	Art DT Music PE	**Team Leader**: George Southwell g.southwell@woodleatlt.co.uk PE & Art	Susie Brain
		Emily Hanley (Music) e.hanley@woodleatlt.co.uk Jessica Maher (DT new) j.maher@woodleatlt.co.uk Emma King (HTLA)	
Well-Being	PHSCE inc. RSE Outdoor Learning RE British Values	**Team Leader**: Daniel Cole d.cole@woodleatlt.co.uk	
		Sue Day (HTLA) Emily Howell (HTLA)	
	Diversity	Georgie Conneely g.conneely@woodleatlt.co.uk	
World	History Geography French	**Team Leader**: Rachel Menham r.menham@woodleatlt.co.uk (Geography)	Nikki Bail
		Fiona Hill (History) f.hill@woodleatlt.co.uk Hatti Scott-Clark (ECT)	
	Sustainability	Lead: Nina Gambier head@woodleatlt.co.uk	
Science & Tech	Science Computing inc. E-safety	**Team Leader**: Nina Gambier head@woodleatlt.co.uk	Jorge Martins
Maths	Inc. TT	**Leader:** Daniel Cole d.cole@woodleatlt.co.uk Fiona Hill f.hill@woodleatlt.co.uk	Pete Mobbs
Reading & Phonics Team		**Leads:** Jennifer Rice & Georgie Conneely j.rice@woodleatlt.co.uk g.conneely@woodleatlt.co.uk George Southwell g.southwell@woodleatlt.co.uk	Vanessa Dexter
Writing	Inc Spelling	**Lead:** Emily Hanley e.hanley@woodleatlt.co.uk Nina Gambier	James Piggott
SEND		**Jennifer Rice senco@woodleatlt.co.uk**	Nikki Bail
Safeguarding		**Team Leader**: Nina Gambier head@woodleatlt.co.uk **Danile Cole & Jennifer Rice**	Susie Brain
Health & Safety		**Team Leader**: Nina Gambier head@woodleatlt.co.uk **s.piscina@woodleatlt.co.uk**	Gary Heath

Appendix 2: Passwords for relevant curriculum websites/resources including subject association websites (not found in website version for security reasons)

Appendix 3: [EEF Metacognition – 7 Step Model]

Metacognition—The seven-step model

Appendix 4: "Teaching WalkThrus" Scaffolding and Questioning. Source: p80; 98; 100; 102. Book in HT office for direct reference.

WalkThruegsreferenced in T\u0026L policy

SECTIONS: WHY? | WHAT? | HOW?

80 BEHAVIOUR & RELATIONSHIPS | CURRICULUM PLANNING | EXPLAINING & MODELLING | QUESTIONING & FEEDBACK | PRACTICE & RETRIEVAL | MODERATEACHING

SCAFFOLDING

One of Rosenshine's Principles of Instruction is based on evidence that more effective teachers provide scaffolds for difficult tasks. Rather than setting lower expectations for students, they support them to reach ambitious goals using a range of scaffolding processes that guide them on the way. Crucially, the metaphor of 'scaffolding' embeds the idea that, when ready, the supports are withdrawn. Scaffolding always comes down; it is only temporary and must not become relied upon in the long run. Designing scaffolds is a key element of curriculum planning.

1

MAP OUT THE COMPONENTS OF A TASK

Break down a task into steps that students will need to follow in order to achieve success. Consider the difficulties that students will encounter moving through the steps and try to design resources that support them to make those steps successfully.

2

PROVIDE SUPPORTS AT A DETAILED LEVEL

Detailed scaffolding might include:

- Word lists
- Diagrams and concept maps or other forms of dual coding.
- Sentence starters or sentence builders
- Useful phrases and connectives
- Prompts for ideas e.g. elements of effective persuasive speeches
- **Knowledge Organisers** setting out key facts
- Exemplars of differeht elements.

WALKTHRUs IN THIS SERIES

EXPLAINING & MODELLING

WORKED EXAMPLES & BACKWARD FADING 68 | DUAL CODING 70 | DELIBERATE VOCABULARY DEVELOPMENT 72 | BIG PICTURE, SMALL PICTURE 74 | ABSTRACT MODELS WITH CONCRETE EXAMPLES 76 |

VIDE SUPPORTS AT OVERVIEW LEVEL

le-task scaffolds might include:
ssay structure strips — with guidelines or a series of paragraphs
artially completed examples: started off ut not finished
artially completed examples: with gaps o fill in throughout
hecklists of success criteria
hecking prompts: e.g. Have you checked our fullstops and capital letters?
xemplars of completed tasks.

4

PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT

Within a class, set everyone a common goal of producing work to a high standard but give students the level of scaffolding appropriate for their level of confidence. This might vary from maximum scaffolding down to none at all. Sometimes it can work for students to select their own level but this needs careful monitoring in case students over or under pitch the level they are working at.

5

TAKE THE SCAFFOLDING DOWN

The classic sequence in modelling and scaffolding is: I do it; We do it; You do it. I, We, You. The culmination of an instruction and practice phase should be that students attempt a task independently. It's vital that teachers and students know what they are capable of doing unsupported. If the scaffolding has achieved its purpose then this can be a confidence-boosting moment. Choosing when to remove the scaffolds is an important teacher decision.

Attempt | Develop | Adapt | Practise | Test

SAY IT AGAIN BETTER

The purpose of this technique is to set a standard for the depth of verbal responses you expect from students and to support them to produce high quality responses. If you accept short, shallow responses without further development, it sets low expectations and students will assume half-formed answers are the norm. However, unless you allow students to initially offer their more basic ideas, you can deter them from trying to answer in future. With **Say It Again Better**, you accept initial responses but develop them each time.

WALKTHRUs IN THIS SERIES

QUESTIONING & FEEDBACK

COLD CALLING 90 | THINK, PAIR, SHARE 92 | SHOW-ME BOARDS 94 | CHECK FOR UNDERSTANDING 96 | SAY IT AGAIN BETTER 98 | PROBING QUESTIONS 100 | PROCESS QUESTIONS 102 | FEEDBACK THAT MOVES FORWARD 104 | FEEDBACK AS ACTIONS 106 | WHOLE-CLASS FEEDBACK 108

1

ASK A STUDENT A QUESTION

Use one of the questioning techniques to invite students to think about the material in hand and to prepare to respond. This might include:

- **Cold Calling**
- **Think Pair Share**
- **Check for Understanding.**

The more complex the material and the demanding the question, the more important this technique will be.

2

ACKNOWLEDGE THE FIRST RESPONSE

When a student you have selected gives a response, be as positive as possible about their offering. If it is a half-formed answer, falling short of what might be an excellent response, say something like: *"Yes, OK, that's a good start. But let's develop it further"*. If they are simply wrong, say something like *"Good try but that's not quite it; let's see how we can get it right"*.

VE SUPPORTIVE FORMATIVE FEEDBACK

vite the student to consider specific ways in hich the response could be improved.

- What's the more formal/technical term for that idea?
- Does the graph just 'go up' or is there a more complex pattern you could describe?
- Can you include a reason for that opinion to back it up — remember we should be aiming for *"I believe X is true because…."*

4

INVITE STUDENT TO "SAY IT AGAIN BETTER"

After exploring what a better answer might include, ask the same student to have another attempt, *"OK, now try to say it again better"*. This is important because in giving the improved answer, you can check that they've understood at the same time as giving them an opportunity for practice and for feeling more successful having generated a higher quality response.

5

RESPOND TO THE IMPROVED RESPONSE

Decide if the improved response is sufficiently improved to warrant simple affirmative praise before moving on or whether there is value in adding more detail or depth or accuracy. You can repeat the feedback process and then ask for a further response that is even better still. The effect of this process is to demonstrate to students that they are capable of excellent responses and in time it is likely to become more common for them to produce them first time around.

WHAT? | HOW?
CURRICULUM PLANNING
QUESTIONING & FEEDBACK
MODE B TEACHING

PROBING QUESTIONS

In order to develop students' understanding it is important to ask questions that make them probe their schema for the ideas being discussed. Well-chosen questions can support students to make links between ideas, to rehearse explanations to support long-term memory, to connect abstract and concrete examples and to identify knowledge gaps and misconceptions. Probing questioning can be a one-off technique but might develop into a habitual questioning style.

WALKTHRUs IN THIS SERIES

QUESTIONING & FEEDBACK

COLD CALLING 90 | THINK, PAIR, SHARE 92 | SHOW-ME BOARDS 94 | CHECK FOR UNDERSTANDING 96 | SAY IT AGAIN BETTER 98 | **PROBING QUESTIONS 100** | PROCESS QUESTIONS 102 | FEEDBACK THAT MOVES FORWARD 104 | FEEDBACK AS ACTIONS 106 |

1

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- **Cold Calling**
- **Think Pair Share**
- **Check for Understanding.**

The more complex the material and the demanding the question, the more important this technique will be.

2

FOLLOW-UP WITH A PROBING QUESTION

Probing questions might include:

- *What's the connection between A and B?*
- *Is that always true or just in this case?*
- *Is there another example?*
- *What are the main reasons?*
- *What would be the most important factor?*
- *If we change variable C, what happens to variable D?*
- *How does that idea explain this phenomenon?*

EN AND PROBE FURTHER

inue exploring the student's schema, ning carefully and responding rdingly.

OK, so if that's true what about this?
s there another way you can explain it?
What else could you add to explain the ariation?
'A is true and B is false, what might we ay about C?
n what ways is that similar or different to he previous example?

4

ASK ANOTHER STUDENT TO CONTINUE

Once you have completed 3, 4 or 5 exchanges with the first student, repeat steps 1-3, selecting another student and probing their schema.

The rhythm of the questioning between Teacher T and students A, B and C might be:

- T-A-T-A-T-A
- T-B-T-B-T-B
- T-C-T-C-T-C

Each student engages in a probing exchange.

5

CHECK FOR UNDERSTANDING FROM OTHERS

After a probing exchange, select other students to **Check for Understanding.**

- *What did you understand from Joe's response?*
- *Do you agree more with Michael or Safia?*

These questions are useful as a check for student and teacher but they also support the idea that all students should listen in when a probing dialogue is taking place and be ready to engage themselves.

101

Appendix 5: p28-30 Rosenshine's principles in action – questions.

Appendix 6: Blooms Taxonomy

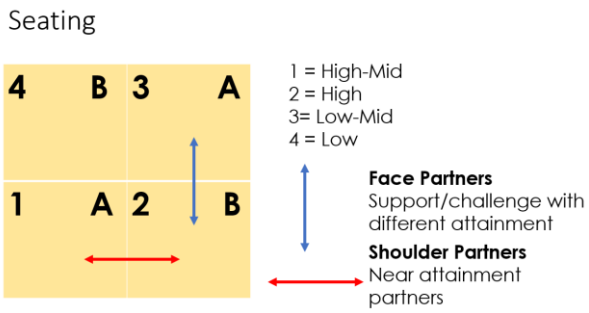
Bloom Tax.docx Examples of topic differentiated LO.docx

Appendix 7: Assessment timetable 2025/6

Autumn 1 WEEK BEFORE HALF TERM						
Reception	**Year 1**	**Year 2**	**Year 4**	**Year 6**	**+ Rest of the school**	**All years/schools**
Rec Baseline to be completed within 6 weeks of pupils starting	Phonics Tracker /Phonics check Yr 1 2021 & Teacher Assessments	Phonics Tracker /Phonics check yr2 recheck 2021 & Teacher Assessments	Multiplication check practice	SATs papers 2021 By 2nd week back	Teacher Assessments KS2 Benchmarking	**PUPIL PROGRESS MEETINGS 1 WEEK BEFORE REPORTING TO PARENTS** **PARENT CONSULTATIONS END OCT/ BEG NOV**
Autumn 2 WK BEG 4TH NOV ON INSIGHT						
Reception	**Year 1**	**Year 2**	**Year 4**	**Year 6**	**+ Rest of the school**	**All years/schools**
EYFS journey to GLD on track/not on track Phonics tracking	Phonics tracking	Phonics tracking	Multiplication check practice	SATs paper 2022	Confirmed teacher Assessments entered on Insight & Test Base tests Y3 – 5	**PUPIL PROGRESS MEETINGS 1 WEEK BEFORE REPORTING TO PARENTS** **TRUST WRITING MODERATION 5TH NOV 2024**
Spring 1 WEEK BEFORE FEB HALF TERM						
Reception	**Year 1**	**Year 2**	**Year 4**	**Year 6**	**Rest of the school**	**All years/schools**
EYFS journey to GLD on track/not on track Phonics tracking	Phonics tracking/Phonics check 2022	Phonics tracking/Phonics recheck 2022 Past Y2 SATs paper 2022	Multiplication check practice	SATs paper 2023	Teacher Assessments KS2 Benchmarking Midyear Test Base Y3 – 5	
Spring 2 DATA IN WK BEG 24TH FEB						
Reception	**Year 1**	**Year 2**	**Year 4**	**Year 6**	**Rest of the school**	**All years/SCHOOLS**
Teacher assessments Phonics tracking	Phonics tracking/Phonics check 2023	Phonics tracking/Phonics recheck 2023 Past Y2 SATs paper 2022	Multiplication check practice	SATs paper 2024	Confirmed teacher Assessments entered on Insight	**PUPIL PROGRESS MEETINGS HELD 1 WEEK BEFORE REPORTING TO PARENTS** **TRUST WRITING MODERATION MON 25TH FEB 2025** **PARENT CONSULTATIONS END MARCH**
Summer 1						
Reception	**Year 1**	**Year 2**	**Year 4**	**Year 6**	**Rest of the school**	**All years/schools**
Teacher assessments Phonics tracking	Phonics tracking/Phonics Check Year 1 2024	Phonics tracking/Phonics recheck 2024 Past Y2 SATs paper 2024	Multiplication check practice	KS2 SATs 2025 Tests w.b 12th May	End of Year Test Base May	
Summer 2						
Reception	**Year 1**	**Year 2**	**Year 4**	**Year 6**	**Rest of the school**	**All years/SCHOOLS**
EYFS GLD *Entered by 26th June to LA via Perspective Lite*	Phonics Screening 2025 Year 1 w.b 9th June *Entered to LA via Perspective Lite 26TH June*	Phonics Screening 2025 recheck w.b 9th June *Entered to LA via Perspective Lite by 26th June* KS1 SATs 2025 Month of June	Year 4 MTC check w.b 2nd June (two weeks)	TA Writing TA Science *Entered to Primary Gateway by 26th June*		**JULY PUPIL PROGRESS MEETINGS** **Report to parents weekly deadlines starting after half term.** **TRUST MODERATION 2ND JUNE 2025 + ADDITIONAL SESSION IF REQ AND MODERATED BY LA**

Examples timeline for KS2 Test Base summative assessments. Autumn term, these tests will be administered in December and TA will be used for Aut 1 assessments. Spr 1 & Sum 1 for the Spring and Summer papers.

Appendix 8: Kagan Structures and Principles of Grouping



Flexible grouping is paramount. This diagram shows one way of organising, but you can use the structures without fixed groupings.

When you plan your groupings you may have ability in the subject in mind so children gain support. But the numbers must be flexible. Children may select a number 1-4 for that lesson, or have a table mat and it rotates. We do not want the structure to lead to streaming which can cause low self-esteem.

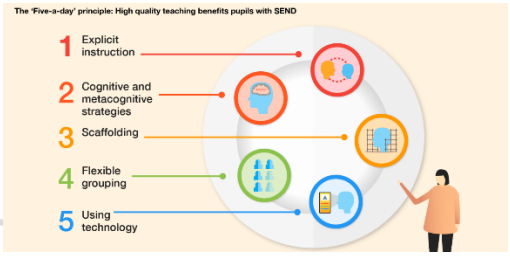
Kagan's FREE Articles - Kagan Structures Enhance Student Motivation ; Kagan's FREE Articles - Kagan Structures and Learning Together: What is the Difference?; Bing Videos - Kagan Structures

Woodlea Collaborative Structures	
Rally Robin/ Round Robin	In pairs, students alternately generate oral responses to a problem – can use hands to 'bat' the answers back and forth to each other. Round Robin – same as above but going around the group/table.
Timed pair share	In pairs, students share orally with a partner their thoughts about a problem/topic for a pre-determined time while their partner listens. Then switch roles. This will help in cases where one child tends to dominate and ensure all participate evenly.
Think pair share	Teacher asks a question or provides a task and then gives students think time. The students think independently and then share their thoughts with their partners, taking it in turns to share and listen to responses.
Numbered heads together	Students write their own answers to a question/ problem and then "put their heads together" to compare and ensure that they can all answer the question. The teacher then calls a number and those student share their answers with the rest of the class.
Stand up Hand up Pair up	Children write a question , move around the room sharing with other children.
Quiz- quiz trade	Children all have a question or fact and move around the room sharing with others and then swapping when they have passed on their information. This can be used to share and practice lots of facts very quickly. Good to use at the end of a unit.
Showdown	Teacher poses question – all students write answer without sharing. Teacher calls 'Showdown". Teacher poses question – appointed Showdown Captain writes answer when group has come to a consensus. Teacher calls 'Showdown'- leader holds up board. ***Or this can be done in separate groups but will need more resourcing….*** Tables each have a set of questions. One member from each team is selected as 'Showdown Captain'. The Captain reads a question and everyone writes their answer. Signal to the Captain when they've solved/responded. Showdown Captain calls 'Showdown". Teammates all show and discuss their answers. Celebrate correct answers, tutor team mates if incorrect before celebrating. The person on the left of the Captain becomes Captain for the next round.
Find the Fiction or Find the Fact	Each child writes three statements/problem – two true and one false. One child stands and reads their statements to their group. Without consulting, the other children write down which statement they think is false. Table then Round Robins their answers, defending what they chose. Standing child announces which was false. Celebrate and repeat with next child.
Take Off- Touch Down	Children stand ("Take off if …") if they agree with a statement. Children sit ("Touch Down if…") When they don't agree/or it doesn't apply to them.
Rally Coach	Partners take turns, one solving a problem with the other partner 'coaching' them…..telling them ***exactly*** what to do. Partners switch roles. (Will work well when there is a definite right/wrong answer or multi step problem solving)
Jot Thoughts	Each table has a pile of post it notes or slips of paper. Teacher names a topic, sets a time limit, and provides think time (eg. In three minutes how many questions can you write which have an answer of 18? What facts can you tell me about the Ancient Egyptians?) Children write and announce as many ideas as they can without duplicating – one idea per slip of paper. Each slip of paper is placed on the table; they attempt to cover as much of the table as possible. Winners are the ones with the most covered table.

Appendix 9

SEND: [Five a Day Principle for SEND:]

[High quality teaching: The 'five-a- day' principle]



High quality teaching benefits pupils with SEND

The 'Five-a-day' principle

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '*Special Educational Needs in Mainstream Schools*'.

Appendix 9 – Scaffolding

THE 'FIVE-A-DAY' PRINCIPLE
Scaffolding

Education Endowment Foundation

What is it?

Scaffolding is one of the five evidence-based approaches—a 'Five-a-day'—that the EEF's guidance report, Special Educational Needs in Mainstream Schools, recommends to support pupils with SEND to make good academic progress.

Consider how you can provide scaffolds in a way that reduces stigma, promotes independence and reduces over time.

> *Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.*
>
> **SEN in Mainstream guidance report, EEF, 2020**

What can it look like in practice?

For example:

Visual

Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning

Verbal

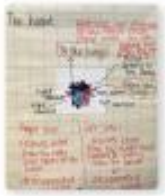
Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."

Written

A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

- A word bank
- A writing frame
- Sentence starters



What does the evidence say?

HLP15—Provide scaffolded supports:

Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

Figure 67 McLeskey et al. (2017)—high-leverage practice 15 SEN in Mainstream Schools Evidence Review, EEF, 2020 eef.li/D4821h

How strong is the evidence?

A systematic review of 56 studies (Belland et al., 2017) found that 'scaffolding has a consistently strong effect across student populations', noting a 'very large' effect size among students with learning disabilities.

> *In your classrooms, respond to need—what is the pupil's barrier, what will scaffold that barrier and how will you adjust the strategy if you need to? Consider how long you need to do this for, and how intensely you need to do it.*
>
> **Kelly Ashford, Deputy Headteacher, Wells Hall Primary**

The 'Five-a-day' principle—Scaffolding