FREELAND CE PRIMARY SCHOOL
CURRICULUM POLICY
AND
TEACHING AND LEARNING
HANDBOOK

At Freeland CE Primary School we are guided by our Christian values of:

Honesty – Forgiveness - Compassion – Love

OUR CHRISTIAN VISION

Our vision reflects a united approach by all of our community to provide a school that is committed to providing an environment, where every member is supported, so that they can aspire to reach their full potential.
We have chosen the Parable of the Mustard Seed to support our vision:

'From small beginnings come great things: Know your roots, Branch out and Fly high'

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches
PARABLE OF THE MUSTARD SEED *(Matthew 13:31)*

'

We are a Community where every member, from the tiniest seed to the fullest tree, is nurtured and cared for.
Everyone can flourish and be ready to fly the nest and soar high.
We come together to grow, learn, love and be loved.

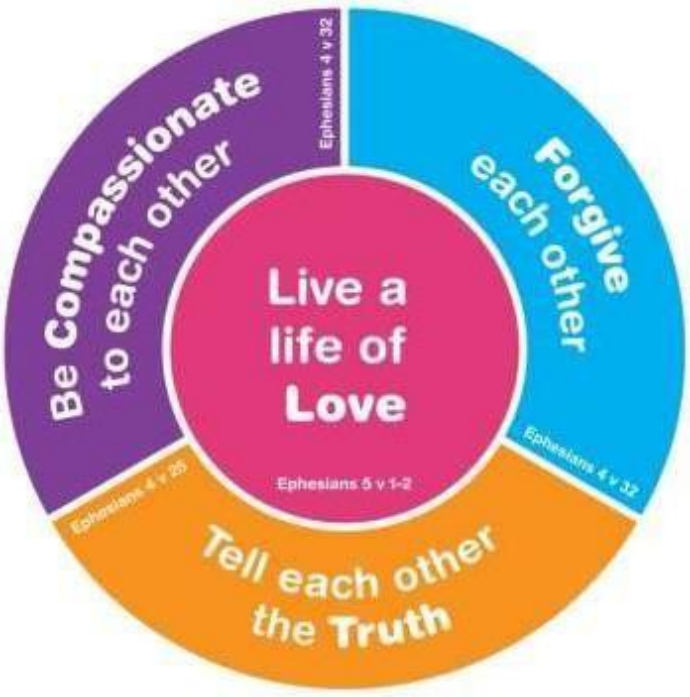
Introduction

Being aware of our historic foundation Freeland School continues to develop our Christian character in accordance with the principles of the Church of England and in strong partnership with the local churches and Oxford Diocese. We strive to be a fully inclusive community where all children are welcomed and nurtured.

Our aim is for the children of Freeland CE School to be provided with an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the Christian faith through incorporating our values in all that we do. We believe it is integral to children's development to understand their place within the school community and relate this to a much wider global community, thus providing the children with experiences and knowledge of different world religions and faiths so that they can become tolerant, compassionate citizens. We aspire for our children to leave their primary education having the integrity, values and inspiration to enter the next step of their journey with confidence and embrace and influence the world that they live in.
We aim to do this by:

- Living the Christian values of Honesty, Forgiveness, Compassion and Love
- Empowering them with lifelong skills of how to learn using our 4Rs (reciprocity, reflectiveness, resourcefulness, resilience)
- Having high expectations for all members of the community to achieve their full potential with the confidence to take risks, providing the necessary support when needed.
- Creating rich memorable experiences that will follow them on the next step of their learning journey
- Preparing children to keep themselves and others safe
- Celebrating successes of individuals to motivate and inspire further achievements
- Encouraging and planning for children to be critical thinkers and have inquisitive minds
- Providing opportunities for children to express their individual creativity
- Develop an understanding of the wider world and how to be respectful citizens
- Children, staff, parents, governors and the community have a lifelong membership to the school

Our Values
Our values are interwoven through the school and we encourage children to reflect and live these values, so that they develop as citizens of the world. At Freeland School we have chosen four core values:



Our curriculum enables pupils to foster a love of learning, develop life-long skills and engage in well planned first-hand experiences to challenge, stimulate and promote independent thinking. Within our curriculum our community works in collaboration to provide opportunities for children to learn about their roots, to provide links of how to use the world that they live in to enhance their love of learning and to inevitably leave Freeland School with the skills to be ambitious and reach their full potential, along with the knowledge of a sense of belonging.

Our curriculum is designed to reflect our aims and to meet the requirements of the National Curriculum and other government guidance.

Freeland School has a separate Early Years Policy.

Our Curriculum Design

At Freeland CE Primary School we have worked collaboratively to design a rationale which underpins our Christian Values and values of learning so that we encourage and develop every child to 'know their roots, branch out and fly high'.

‘OUR ROOTS’

Christian Foundation and Context

Freeland Schools Trust Deed states that we have been created *‘…for the education of children the inculcation of the doctrine and principles of the Church of England and the teaching of the Church catechism being always a fundamental part of the instruction given in such school…’* Using this knowledge we continue to develop our Christian character in accordance with these principles and strive to be a fully inclusive community where all children are welcomed and nurtured
Freeland School has a PAN of 154 who are organized into 6 classes. Foundation Stage, Year 1 and Year 2 are all taught in separate year groups with all Key Stage two children organised (using dates of birth) into three mixed ability classes. Within our context we have approximately 10% of our children who speak English as an additional language; 10% have a special educational need or disability (SEND); 10% are entitled to PPG funding with 5% Entitled to Free School Meals; 50% of our children are from Freeland Village with others primarily from surrounding villages.
We plan our curriculum using a 2 year rolling cycle for EYFS and Key Stage 1 and 4 year rolling cycle for Key Stage 2.

Values

At Freeland CE School our Vision, Values and Aims underpin everything that we do. They are at the heart of the curriculum, extra-curricular activities and the way that we interact with each other.
Our children, staff, parents and governors work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable
them to realise their potential and ‘fly high’. We aspire to provide the highest quality of learning and teaching in order that our children will develop the knowledge, skills and attitudes necessary to succeed in our changing society.
We have high standards in all that we do, which are reflected in our Values and Aims.

Ethos and the Life of the School

We encourage learners to be involved in their learning experiences and to participate in decision making across the school. Nurturing our pupils through positive relationships is at the heart of everything we do in our school. We teach and model the 4Rs (reciprocity, reflectiveness, resourcefulness and resilience) so that our children can solve problems independently at school and in their everyday lives.
We provide experiences to ensure pupils have opportunities to put the school values into action and to develop as responsible citizens e.g. play leaders, Worship Team, School Council, Eco Council. We are an inclusive school who welcomes pupils of all faiths, abilities and from different cultures and backgrounds and enjoy celebrating our differences.

‘BRANCH OUT’

Freeland School forms part of a small rural village; we aim to ‘branch out’ into the community as much as we can. We work closely with St Mary’s Church, the Community of St Clare at St Mary’s Convent and Freeland House so that children are aware of the community that they live in.
The curriculum allows our children to learn about the world that they are part of and understand the impact that they have on the world. We do this by celebrating differences, respecting people’s faiths and views and give the children an understanding that we are all different, but together we can make a difference and live harmoniously.
The children enjoy visiting the community and welcoming the community into our school. We invite visitors to tell the children about their life, skills or interests. We design an enrichment programme which encourages parents to work with staff and children.

Our community and the Wider World

Skills for life and Life-Long Learning

Our aim is for the children of Freeland School to leave their primary education with good learning habits, a bank of memories and with a passion for further learning. For children to develop as life-long learners we focus on both personal and learning skills as these skills can be transferable across the whole range of curriculum areas and prepare children for the challenges of life. We aim to spark interest in children throughout the curriculum and extra-curricular subjects so that they are inquisitive, independent and invested learners. We teach our children how to look after themselves and each other through our Jigsaw PSHE teaching and other practical activities e.g. Junior Citizen, teaching First Aid, Cycling Proficiency, E- safety.

We are committed to the well-being and educational development of all learners and ensuring we are supporting all of our children. Where there are barriers to children’s learning progress, be that educational or emotional we talk to staff, parents and the children to assess what is getting in the way. We then look for ways to provide additional support. This may be differentiated work in class, a little extra support from a teacher, more challenging tasks or projects or a referral to an identified agency. Working in partnership with parents and pupils is vital in ensuring we are meeting the needs of all of our pupils and families. We challenge all of our children, parents and staff to reach their full potential so that they can fly high. Our system for planning lessons using a three tiered differentiation approach enables children to challenge themselves and have control with their learning.

Support and Challenge

‘FLY HIGH’

Personal Achievement

Learners are encouraged to share their learning inside and outside of school in a variety of ways, building confidence in their ability to experience success with high aspirations and develop as confident individuals. Some of the ways we celebrate success are:

- Open Afternoons
- Achievements shared in assemblies
- School concerts and Christmas and summer shows
- Hot Chocolate Friday
- Articles in the newsletter, local magazine - The Grapevine
- ‘Celebration of Learning’ events
- School website and Twitter feed
- House Points and Head Teachers Awards
- Meetings with parents
- Recognition boards in classes
- Notes home to parents.

Learning, Teaching and Assessment

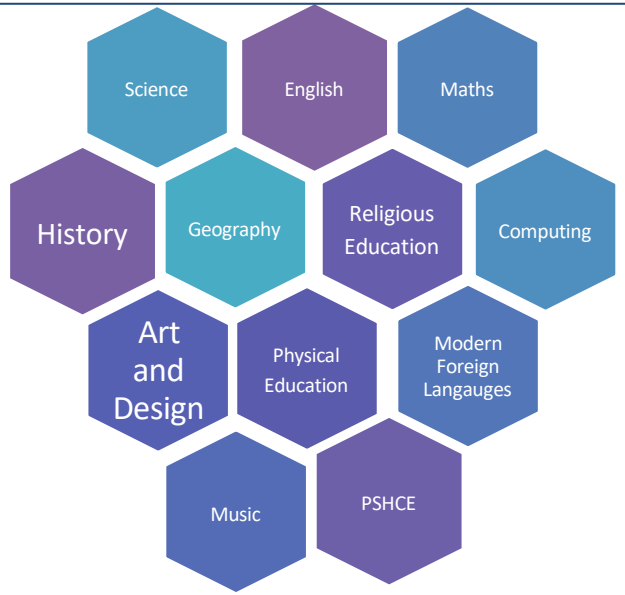
We aim to raise attainment across the curriculum through challenging, high quality learning and teaching. We are aware of the need to cater for a wide range of abilities in each class and to allow for differing learning styles .To this end we adopt a variety of approaches to ensure our curriculum is interesting, engaging and child centred. For instance, children are involved in individual tasks, group tasks, practical tasks, games and activities which make use of ICT. We also engage in outdoor learning, educational visits where appropriate and take opportunities to have visiting speakers in our school to further excite and enthuse our learners. Ensuring our pupils are aware of their locality and community is important to us and where possible we draw on local expertise to enhance learning experiences. At every opportunity we encourage all children to accept a certain amount of responsibility for their own learning as this is an important life skill. All children are expected to achieve their very best, set high, yet realistic targets for themselves and they are supported to work at a level that challenges them.

A range of formative assessment techniques are adopted across the school and summative assessments are paired with professional judgements and learning conversations to gather a picture of the whole child. Moderation of pupil’s work at school and MAT level is undertaken regularly to ensure shared standards. Standardised Assessments are used as further evidence of progress at all stages and a wide range of data is used to ensure that progress is being made by individuals and year groups. Learner-Teacher-Parent dialogue is timetabled regularly to share progress and set targets for future learning.

Our Curriculum

In Foundation Stage we follow the EYFS statutory framework – see separate EYFS policy.
For Key Stage One and Two we follow the 2014 National Curriculum, teaching all of the curriculum areas which are delivered through either discrete subjects or cross curricular themes or topics. There is clear progression across every subject, building on prior knowledge. We aim for pupils to understand what they are learning and why, and also how they can improve. We have a variety of resources and adapted schemes of work and teachers use these thoughtfully to ensure the learning taking place is progressive and challenging. We use Knowledge Concept Vocabulary Organisers (KCVs) to plan the unit of study, so that clear progression of knowledge is evident including vocabulary. To ensure progression of skills in each subject, teachers follow a skills progression document.
Our curriculum is designed to be accessible to all our pupils and adaptations are made for individuals, where necessary. Our topic choices reflect the interests, backgrounds and culture of our children, whilst also aiming to widen their knowledge and to embrace the diversity of the World in which they live.
The varied expertise and experience of class teachers, parents and family members are drawn on to deliver high quality learning experiences for the pupils. Our curriculum is very much designed to develop the whole child and to equip them with the skills, knowledge and attributes which they will need to adapt and thrive in the 21st century.
In all areas of the curriculum we plan for children to:

- Know and understand their roots
- Branch out to the community and the wider world
- Fly high to achieve their personal bests



WHAT DO OUR CHILDREN LEARN AND WHY?

SUBJECT SPECIFIC

In order that the pupils experience learning in a 'real' context, the school has developed a topic-based curriculum. The linking of certain subjects ensures that the learning is interesting, engaging and meaningful. All topics are taught through a 2 or 4-year cycle to ensure a full coverage of the National Curriculum. Each year there is a whole school topic which follows a 6 year cycle. Each topic has a key focus (e.g. History). Within every year at least one History and Geography unit will be taught. Computing, Music, MfL, Art and DT may be taught in blocks of time rather than on a weekly basis, depending on the topic being taught. All pupils will have a sketchbook.

Our aims for these subjects within our topic based approach are:

- To give opportunities to learn the skills of using various forms of evidence, artefacts, documents, pictures and photos, and be aware of bias.
- To enable the pupils to use a variety of resources and reference materials, both primary and secondary, including the Internet.
- To encourage the development of geographical concepts and a knowledge of place.
- To, wherever possible, take the pupils beyond school to use the wider environment.
- To experiment and understand music through first-hand experience.
- To develop particular skills in art throughout the year, notably drawing.
- To work with a range of materials and tools in DT and Art, such as clay, wood, plastic and textiles.
- To recognize hazards and work safely.

In addition:

- Drugs education takes place in PSHCE lessons
- Relationships and Sex Education is taught separately within our PSHCE lessons (see our RSE Policy)
- Pupils are taught a modern foreign language in Key Stage Two.

WEEKLY ALLOCATION OF TIME TO SUBJECT AREAS

The table below is for guidance purposes only. Subjects may be 'grouped' together and covered during a block of time.

NC Subject Area	Key Stage One	Key Stage Two
English Incl Reading	5:00 — 7:30	5:00 — 7:30
Mathematics	5:00	5:00
Science	(1:30 if taught weekly)	(1:30 if taught weekly)
D&T	(0:50 if taught weekly)	(0:55 if taught weekly)
Computing	(0:50 if taught weekly)	(0:55 if taught weekly)
History	(0:50 if taught weekly)	(0:55 if taught weekly)
Geography	(0:50 if taught weekly)	(0:55 if taught weekly)
Art and Design	(0:50 if taught weekly)	(0:55 if taught weekly)
Music	(0:30 if taught weekly)	(0:30 if taught weekly)
PE	2:00	2:00
RE	1.00	1:00
MFL	---	0.30
PSHCE	0.30	0.30

The school teaches a topic-based curriculum, however, some subjects will be taught as a discrete subject or in blocks.

ENGLISH

Why do we teach English at Freeland Primary School?

At Freeland Primary School we believe that a quality Literacy curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation and enthusiasm for reading and a habit of reading widely and often. We nurture a culture where children take pride in their writing and are able to adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills will give our pupils the tools they need to succeed and be the best they can be.

How do we teach English at Freeland Primary School?

Reading:

Our main aim is for children to develop a love of reading and teach them the skills needed to be able to read independently. Reading is taught on a daily basis throughout the school with a focus on whole class guided reading from Year 2 and daily phonics using 'Letters and Sounds' in Foundation Stage and Year 1.

Phase 1 of Letters and Sounds is taught throughout Foundation Stage (rhythm, rhyme, body percussion, alliteration, sound walks) alongside an introduction to Phase 2 from term 1. Phase 3 is introduced once Phase 2 has been secured. 'Tricky' words and High Frequency words are taught through creative opportunities.

In Year 1, Phase 3 is consolidated in the autumn term and followed by Phases 4 and 5 by the end of the year. Children learn their phonics using a variety of activities including active learning games.

To develop children's reading skills in Foundation Stage and Key Stage 1 we use popular and well established reading scheme books, which provide the children with reading material that is pitched at an appropriate level. 'Oxford Reading Tree' is used as the core resource, which is complemented by books from other schemes in order to provide an extensive library of books at every stage, to ensure children have a broad and rich reading experience.

Whole Class Guided Reading:

Relevant and rich texts are chosen to suit each year group and topic focus. The texts are shared as a class daily followed by discussion generated by one of the following areas: vocabulary, inference, prediction, explanation, retrieval and summary. Reading journals are used to record discussion points structured by questions.

Daily Reading:

Reading forms the main part of our children's homework and there is an expectation that children read on a daily basis. Children from foundation stage to Year 3 have a reading diary which maintains a home/school record. Children complete the diary every time they read at home and at school. From Year 4, children are expected to independently manage their reading so that they take ownership and further embed the love of reading.

Children are read to by adults using a class story every day and we encourage this to be mirrored at home so that all children are read with regularly and given the opportunity to question.

We encourage the excitement around books by having an annual book fair, celebrating book week, taking part in world book day, bedtime story event and inviting authors in to talk to and inspire the children.

Speaking and Listening:

Children are given the opportunity for speaking and listening across the curriculum. Further opportunities are provided through debates, school productions, church services and celebration of learning events.

Handwriting**:**

We follow the 'continuous cursive' style of handwriting and ink pens are used by children from Year 3. In Foundation Stage, short, focused, whole class handwriting sessions take place as part of phonics teaching.

In Year 1, three 15-minute handwriting sessions are taught per week with 2 sessions weekly in Years 2 to 6. Children use a handwriting book for handwriting lessons and transfer of skills is expected across the curriculum.
(see Handwriting Policy)

Spelling:

Teachers use The National Curriculum to ensure particular spelling rules are taught in the appropriate year group. In addition to this, Key Stage 2 also learn key word lists as stated in the National Curriculum. In Key Stage 2, there are three timetabled spelling sessions per week. In Foundation Stage and Key Stage 1, spelling is taught through phonics. Spelling forms part of our weekly homework.

Writing:

Across the school, all children learn the grammar, punctuation and spelling skills needed to write in a variety of different genres and at least one piece of extended writing is completed in every class each week from Year 1. Children are taught to write for an audience and with purpose. The children are continuously encouraged to plan, write and edit their work in order to complete pieces of writing that they are proud of. Teachers engage the children through topic links, rich texts, film and drama.

What is the impact of our teaching?

Through the teaching of English we aim for our children to:

- Enjoy writing across a range of genres
- Maintain a love of reading
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support their child with reading and writing
- The % of pupils working at ARE within each year group will be at least in line with national averages
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages

Timetabling (per day unless noted)		
READING (incl PHONICS)		
FS	Individual Reading (1:1 weekly) Phonics (daily in a group) Whole Class Guided Reading Read aloud to (whole class) Teacher to sign reading diary at least weekly	5/10 mins per child 20 mins per group 20 mins per week x 3 10 mins daily
KS1	Individual Reading (1:1 weekly) Phonics (daily in a group – Y1 and targeted pupils in Y2)) Whole Class Guided Reading (this begins more formally in the summer term of Year 1) Read aloud to class Teacher to sign reading diary at least weekly	5/10 mins per child 20 mins per group 20 mins per day x 3 times a week 10 mins daily
KS2	Individual Reading of targeted pupils (highlighted in teacher's mark books (1:1 weekly) Whole Class Guided Reading Read aloud to (daily whole class) Teacher to initial reading diary at least weekly in Year 3/4	5/10 mins per child 30-40 mins x 3 times weekly 10 mins daily
WRITING		
FS	Teaching English Handwriting	1 hour 5 mins a day
KS1	Teaching English Handwriting Extended writing	3 hours per week 20 mins daily 1 hour per week
KS2	Teaching English Handwriting Extended writing	1 hour per day 20 mins x2 per week (not in Y5/6) 1 hour per week
SPEAKING AND LISTENING (incl DRAMA*)		
Children learn with talk partners, in small groups and through whole class discussion on a daily basis. Pupils take part in performances, church services, class Celebrations of Learning and end of year shows.		

- pupils take part in Christmas performances, class assemblies and end of year shows.

MATHS

Why do we teach Maths at Freeland Primary School?

We teach our children Maths because it is an essential, lifelong learning skill. As well as numeracy, it helps skills such as problem solving, understanding and using shapes and measure and developing their own spatial awareness. Children can underperform in Mathematics because they think they can't do it or are not naturally good at it. We want to ensure that we address these preconceptions by ensuring that all children experience challenge and success in Mathematics by developing a growth mind-set. At Freeland we want every child to feel like they are a Maths learner and have the appropriate skills to tackle real life problems by the time they leave our school. Teaching children efficient and compact problem solving methods enables them to access further learning, increases their career options and improves their understanding of the world. We want children to feel confident, competent and happy mathematicians so they can enjoy the challenge and reward that Maths offers.

How do we teach Maths at Freeland Primary School?

Teaching and Learning

We our calculation policy which is based on the White Rose Hub scheme of learning to effectively teach children. This calculation policy makes use of the concrete, pictorial and abstract methodology which caters to all styles of learners and stages of learning. We teach using interactive resources and as well as physical manipulatives to enable children to unlock new, difficult and abstract concepts and embed previous learning.

Lessons are planned using Blooms Taxonomy which supports as well as allows children to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate. Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts. Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

Testing and misconceptions

We make use of regular, low level testing as well as summative assessment to enable teachers to forensically investigate children's misconceptions and effectively teach gaps in their learning. This enables teaching to be dynamic and diagnostic and means that the curriculum is catered to individual year group and children's needs.

Assessment data in maths is reviewed throughout the year to inform interventions and to also ensure that provision remains well-informed to enable optimum progress and achievement. End of year data is used to measure the extent to which attainment gaps for individuals and identified groups of learners are being closed. This data is used to inform whole school and subject development priorities for the next school year.

Planning and structure

We have created our own curriculum maps which ensures we are revisiting topics each term, giving children a chance to embed and build upon previous knowledge. We make use of the White Rose Hub resources as well as using resources from NCETM, PiXL and Hamilton to aid mastery and deepen understanding.

Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. This ensures that children are able to focus for longer on each specific area of Maths and develop a more secure understanding over time. This approach is also designed to enable children to progress to a greater depth of understanding.

Subsequent blocks continue to consolidate previous learning so that the children continually practise key skills and are able to recognise how different aspects of Maths are linked.

Times tables

Times tables are taught daily from year 2 onwards, by the end of year 4 children are expected to be fluent in timetables up to 12x in order to complete the statutory multiplication check. To aid children's learning we use regular low stakes testing in class. We also make use of PiXL timestables app as homework to engage children to learn their times tables in different ways.

What is the impact of our teaching?

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 above the national average and a high proportion of children demonstrating greater depth, at the end of each phase.

SCIENCE

Why do we teach Science at Freeland Primary School?

Science teaching at Freeland Primary School aims to provide children with firm roots in understanding the world around them. Our enthusiastic approach to the subject nurtures a life-long passion for science, sows the seeds for natural curiosity whilst adopting vital transferable skills. We promote life-long learning whilst acquiring specific skills and knowledge to help them to think scientifically.
Our curriculum is about developing enquiring minds and a scientific approach to problem solving, through predicting, testing and analysing the results of those tests. Children at Freeland understand that their scientific learning journey grows by asking questions, making mistakes and that this is an important part of learning which enables them to make real and valuable connections with the world around them.

How do we teach Science at Freeland Primary School?

At Freeland we follow the National Curriculum Science programme of study introduced in 2014, which offers greater opportunities to develop scientific knowledge and conceptual understanding, as well as understanding the uses and implications of science today and for the future.
At Freeland, we have developed and personalised a teaching and learning scheme based around the Kent Scheme of Work. Our curriculum aims to provide opportunities for children to experience learning in all areas of science: chemistry, biology and physics and opportunities to build on their prior knowledge; this promotes enthusiasm for the topics taught whilst embedding procedural knowledge into the long-term memory. All children are encouraged to develop and use a range of scientific skills through every topic and specialist vocabulary is taught and built upon in each year.
Every year at Freeland we aim to provide extra 'wow' science opportunities such as visits to scientific environments such as the Oxford University Physics Department and Science Oxford. Whole-school focused science weeks are planned with enthusiasm and allow children to investigate the scientific work by current scientists and those from history. Our after-school science club is always well attended and this provides hands-on experiences promoting awe and wonder and a clear understanding that science is fun.

What is the impact of our teaching?

Our Science Curriculum is high quality, well thought out and is planned to demonstrate progression in all areas of science. We measure the impact of our curriculum through celebration of learning, tracking of knowledge in post learning quizzes linked to Knowledge Concept Vocabulary organisers shared at the beginning of a topic, and pupil discussions about their learning.

RELIGIOUS EDUCATION

Why do we teach RE at Freeland Primary School?

RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other academic subject and contributes to the overall development of our pupils from all backgrounds and traditions. At Freeland CE Primary School we provide an exciting RE curriculum using a combination of RE Discovery and The Oxford Diocese Scheme. This ensures that all our children in mixed year groups are following a progressive and spiraling programme of learning. We want children to understand that as responsible citizens we have choices and consequences not only in school, but also as citizens of the wider world. In addition to learning about world religions and non-beliefs, we believe that all children should be given the opportunity to develop spiritually. We want our children to have a sense of awe and wonder. We are fortunate to live in an area of rural beauty. We aim for our children to develop an appreciation of nature, feel gratitude and awareness of being part of this community and the wider world.

The aim of our R.E teaching is to ensure children:
● know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
● to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
● to engage with challenging questions of meaning and purpose raised by human existence and experience.
● to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
● to explore their own religious, spiritual and philosophical ways of living, believing and thinking.

How do we teach RE at Freeland Primary School?
RE is an important part of our curriculum. We use a variety of methods to bring the learning alive, for example: drama, art, debates. Assessment takes place during every lesson and at the end of every unit of work e.g. quizzes, double page spread to showcase what has been learnt. Visits to places of worship are mapped out on our Long Term RE plan e.g. Hindu Mandir, Sikh Gurdwara, Christ Church Cathedral. This ensures that all children are given the opportunity to understand and explore other beliefs.

What is the impact of our teaching?
By engaging in our religious education curriculum, we aspire to enable our children to flourish as citizens in a pluralistic and global community. Children at Freeland CE Primary School are equipped with knowledge and understanding of a range of religions and worldviews. As a result of their secure knowledge of the core beliefs of Christianity and other world faiths, they are able to hold informed conversations about religion and belief with those of all faiths and none. This is done with an attitude of respect and tolerance, applying skills of religious literacy. Through active engagement our pupils are enabled to explore the meaning of their existence and their purpose in life.

PHYSICAL EDUCTION (PE)

Why do we teach PE at Freeland Primary School?

At Freeland CE Primary School we aim to develop pupils who will be physically active and can flourish in a range of different physical activities.
The aims of our PE curriculum are to develop pupils who:
-Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
-Have and maintain high levels of physical fitness.
-Lead a healthy lifestyle which is achieved by eating sensibly, and exercising regularly.
-Take the initiative and become excellent young leaders, organising and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
-Are able to improve their own and others' performance.
-Have a keen interest in PE - a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport.
-Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water.

How do we teach PE at Freeland Primary School?

At Freeland CE Primary School, PE is taught for 2 hours per week - one hour is taught by professional sports coaches who teach the skills needed for a variety of sporting events such as netball, football and hockey. Teachers then use the Real PE Scheme to support them in their PE planning. These documents are progressive, coherent and apply fundamental movement skills which are year group appropriate, alongside relevant progression. Subject vocabulary, assessment and relevant skills are displayed in the school hall to support learning as well as encourage and inspire the children to self-assess their own and others learning in PE. All Key Stage 2 children have swimming lessons for one term of the year.
Daily before and after school clubs are provided to give children the opportunity to explore different sports or activities.
There are extensive opportunities for children to take part in sporting events throughout the year, both at MAT level and West Oxfordshire.

What is the impact of our teaching?

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- annual tracking of standards across the curriculum using Target Tracker
- reflection on standards achieved against the planned outcomes.
- regular pupil/parent questionnaires about their PE learning.

Safety - When teaching PE all teachers will wear appropriate clothing and shoes for safety reasons. If student teachers are teaching PE they will be accompanied by the class teacher for safety and insurance purposes. No jewelry may be worn for PE. Earrings must not be worn. If they have to be kept in, the pupil must have them taped over. Long hair must be tied up. Laces must be done up tightly. Trainers must be worn for outside games. All PE equipment is inspected annually, checked before used, used appropriately and stored safely.

COMPUTING

Why do we teach Computing at Freeland Primary School?

In an ever changing world it is vital that children understand and use computing skills. Children are being exposed to computing earlier and more frequently and without basic skills they may find their options as adults are reduced. Developing computational thinking in learners can be started from an early age and will help them make sense of and contribute to the society they will live in as adults. Through teaching e-safety, computational thinking and digital literacy we are future proofing children so that they can be safe, competent and engaged digital learners. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to be confident, creative and independent learners.

How do we teach Computing at Freeland Primary School?

Teaching and Learning

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon. For example, children in Key Stage 1 learn what algorithms are, which leads them to the design stage of programming in Key Stage 2, where they design, write and debug programs, explaining the thinking behind their algorithms.

The core principles of the ICT curriculum.

The following core principles should underpin all ICT teaching and technology use within Freeland Primary School. [These elements are taken from the Naace ICT Framework, and the text below is adapted from this framework].

Digital literacy (*DLi*)

Digital literacy forms the backbone of the ICT curriculum at Freeland Primary School. Children should develop ICT skills that can thoughtfully applied in a range of different situations, with children developing increasing independence in the choices they make over which technology to use to help them reach the desired outcome. As they progress through KS1 and 2 children will become increasing confident in the application of their digital skills, becoming increasingly efficient and effective communicators, collaborators and analysts, showing imagination and creativity in their use of ICT in different aspects of their learning and life beyond school.

The development of digital literacy is underpinned through expectation that ICT skills and objects areas applied across all curriculum subjects.

Skills (*Sk*)

Children should be provided with the opportunity to learn, refine and improve their digital skills, across the range of ICT curriculum areas outlined above.

Technology in the world (*TIW*)

Children should develop an understanding of how technology makes a difference in all aspects of life- at home, at school and in the workplace, as well as considering the impact technology has had on society over the years.

Children will, for example, identify the different elements of a webpage (EYFS), develop an awareness of how different technology is used in the world around us (KS1) and begin to evaluate web pages, software and applications and use this evaluation in the planning of their own digital artefacts (KS1 KS2)

Technical understanding (*TU*)

Children should develop the knowledge and understanding of how technology works.

This extends from an awareness that there is 'something inside' a piece of technology to make it work (EYFS), progressing through KS1 and KS2 to children creating their own simple programs including games, utilities and applications with exposure to computer codes and scripts.

Safe and Responsible Use. (*SRU*)

See E-Safety section below.

The extent to which these core areas are addressed should be identified as part as medium term planning for ICT in Freeland Primary School.

The coverage of each area will vary year group by year group, with some areas being covered primarily in KS1 and others primarily in KS2. The emphasis on Programming increases as children move through Freeland Primary School.

It is important that technology is used as a day-day element of school life and across all subject areas, therefore if opportunities to use ICT arise which do not fall within the curriculum for each year group they should be taken advantage of.

E-Safety

The school has an anti-virus and filtering software to minimize any potential problems with E- Safety. Pupils are taught to be critically aware of the materials they read and shown how to validate information before they accept its accuracy. Pupils receive guidance when using the internet and E-Safety is taught in class and whole school assemblies. The school has an e-Safety policy, which includes appropriate training for staff. The school regularly updates its ICT equipment so that it is fit for purpose. All equipment is made secure at the end of every school day. A technician is employed for 3 hours fortnightly. The school recognizes the advantages of the use of ICT by pupils with SEND and they may be supported through the use of specific programs such as Starspell, Clicker, Wordshark etc.

What is the impact of our teaching?

Much of the subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. From research methods, use of presentation and creative tools and critical thinking, computing at Freeland gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their lives.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

Why do we teach PSHCE at Freeland Primary School?

At Freeland CE Primary School, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE using the Jigsaw programme supports this. Through using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures.
It develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

How do we teach PSHCE at Freeland Primary School?

Jigsaw is implemented throughout the whole school during weekly whole class Jigsaw lessons focusing on different topics each term and is embedded through all lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning.
The aims of PSHE and Jigsaw are to provide children with:

- accurate and relevant knowledge
- opportunities to create personal understanding
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life

Jigsaw deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Freeland also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen.

The 6 units that are covered across the school are:

- Bring Me in my World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

What is the impact of our teaching?

By teaching in this way we aim for the children of Freeland CE School to leave their primary education having the integrity, values and inspiration to enter the next step of their journey with confidence and embrace and influence the world that they live in.
We aim to do this by:

- Living the Christian values of Honesty, Forgiveness, Compassion and Love
- Preparing children to keep themselves and others safe
- Celebrating successes of individuals to motivate and inspire further achievements
- Encouraging and planning for children to be critical thinkers and have inquisitive minds
- Providing opportunities for children to express their individual creativity
- Develop an understanding of the wider world and how to be respectful citizens

GEOGRAPHY

Why do we teach Geography at Freeland Primary School?

At Freeland, we aim for a high quality geography curriculum which should inspire curiosity and fascination. Geography by its nature is an investigative subject and we seek to foster a lifelong interest in the world and its people. We want children to enjoy and love learning about geography by gaining the knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

How do we teach Geography at Freeland Primary School?

Teaching and Learning
Cross curricular outcomes in geography are specifically planned for termly, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.
Planning
We use the National Curriculum alongside a geography progression map which ensures children are exposed to a breadth of skills within geography (locational knowledge, place knowledge, human and physical geography and skills and field work).
Our place in the world
The school has recently started an Eco-Council which will monitor and improve the school's impact on the wider world. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with international partner schools.

What is the impact of our teaching?

By engaging in our geography curriculum we aspire to challenge our pupils with 'real world' issues that are not only local (such as the increase and impact of house building in our area), to global issues (such as Fairtrade and climate change). Through active engagement our pupils are enabled to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.

HISTORY

Why do we teach History at Freeland Primary School?

The history curriculum at Freeland School makes full use of resources within the immediate and wider local area, enabling children to develop a deeper understanding of the history of their locality. Topics are designed to consider the interests of our children, as well as the context of the local area to maximise children's interest and curiosity. The history curriculum is carefully designed to ensure children are taught the necessary skills to be a historian and that these are built on year on year. Where appropriate links are made between historical knowledge to enable children to gain a wider understanding of the relationships between different groups and draw comparisons. Our history curriculum develops a chronological understanding of British history from Stone Age to the present day and significant historical periods of world history are also studied to enable children to understand their significance in our lives today. Cross curricular links are made where appropriate. Children develop their critical thinking skills by looking at a variety of sources of evidence and are encouraged to ask and answer questions.

How do we teach History at Freeland Primary School?

History is taught through topics which allows knowledge and skills to be developed progressively from year to year. Knowledge organisers enable teachers to ensure that the key facts are taught to build children's knowledge and that these facts can be revisited regularly in class quizzes to help the "sticky knowledge" to be retained. By the end of Year 6, children will have a sound chronological understanding of British History from the Stone Age to the present and will be able to identify similarities and differences between periods of history. Knowledge of World History is also developed through studying ancient civilisations such as The Ancient Greeks.
Wherever possible, teachers take a cross curricular approach to teaching history and develop knowledge and skills in other areas of the curriculum such as DT, English and Geography. Trips to further children's understanding of history are an integral part of how we teach history at Freeland School. Visits to museums, such as the Corinium Museum in Cirencester or the Ashmolean Museum in Oxford, and historical buildings and places (Roman Villa at North Leigh) are organised to deepen understanding.
Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

What is the impact of our teaching?

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a topic, focusing on knowledge and skills stated in the National Curriculum. We ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to understand their roots and gain 'real-life' experiences to help them realise their place in the world.

MUSIC

Why do we teach Music at Freeland Primary School?

At Freeland Primary School we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences with the intention to build confidence and inspire creativity. Our teaching focuses on developing the children's appreciation for rhythm and melody and gaining a deeper understanding of the history and context of music through singing, playing, composing, listening, improvising and performing. Through teaching music at Freeland Primary School, our priority is to teach and perfect the skills implemented by the National Curriculum for Music allowing for the development and progression in learning.

How do we teach Music at Freeland Primary School?

Our music scheme of work is Charanga which brings together great music, modern pedagogy and the latest educational technology. Charanga complements the curriculum and scaffolds the learning opportunities throughout the Key Stages. Every year, a group of children attend 'Festival of Voices' and all year groups are given opportunities to play a variety of instruments e.g. whole class recorder and ocarina. Instrumental tuition is available for piano, guitar, strings and woodwind. 'iRock' provide our pupils with an electronic alternative to these instruments in the form of electric guitar, drums and keyboard. However, these are optional activities and are paid for on a termly basis by parents of participating children. We encourage children to perform in assemblies, services and concerts.
To encourage a love of music and singing, the school has a choir open from Year 1 to 6. These pupils have the opportunity to attend a variety of Oxfordshire Music Service events throughout the year and perform at our own school and community events.

What is the impact of our teaching?

Children are assessed within every lesson which helps the teacher plan the next steps in the teaching. At the end of each term assessments are used using Target Tracker and the National Curriculum guidelines. Subject leaders gather and analyse this data so that they can support and challenge teachers to ensure that children are receiving the best provision.

ART AND DESIGN

Why do we teach Art and Design at Freeland Primary School?

At Freeland School we value art as a vital part of children's development which provides opportunities for our children to explore, express and communicate feelings whilst gaining experience of the wider world. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

How do we teach Art and Design at Freeland Primary School?

'Art and Design in Suffolk in Key Stages 1 & 2' has been adapted to ensure that a clear progression of skills is taught and built on and that these are linked to our topics. Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in the annual 'EPA Big Draw' which enables further focus on children's artistic skills and knowledge in collaboration with other local schools, Oxford Brookes University and artists. The children's learning is further enhanced with a whole school arts week in the summer term where the children have the opportunity for collaborative working and exploring the different styles and techniques. This culminates in an exhibition where children can invite family members and members of the wider community to view their art work.

What is the impact of our teaching?

Children are assessed within every lesson which helps the teacher plan the next steps in the teaching. At the end of each term assessments are used using Target Tracker and the National Curriculum guidelines. Subject leaders gather and analyse this data so that they can support and challenge teachers to ensure that children are receiving the best provision. Through the art and design curriculum children will become creative learners, who have knowledge about the great artists of the world. Their creativity will be celebrated and children will become astute at editing and improving the pieces they have created. Children will have embedded the key skills needed to allow them to produce individual and collaborative pieces of art.

MODERN FOREIGN LANGUAGES

Why do we teach a Modern Foreign Language at Freeland Primary School?

All pupils at Freeland CE Primary School have the right to a rich and deep learning experience that includes the basic learning of an additional language. MfL prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. At Freeland we use the learning of languages to enable access to ideas and experiences from a wide range of people, the community and different cultures across our school.

How do we teach a Modern Foreign Language at Freeland Primary School?

Teachers have access to a comprehensive scheme of work – Wakefield- which covers all aspects of the MFL curriculum: speaking, listening, reading, writing and cultural understanding, and progresses these skills and knowledge throughout Key Stage 2 using our progression map. We have adapted this to trial teaching in blocks, which excites and stimulates the children to explore a language other than their own. Progression is evident across all year groups, consisting of creative activities to extend, embed and combine language skills.

What is the impact of our teaching?

At Freeland CE Primary School our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Key Stage 2, as set out in the National Curriculum. We ensure all pupils develop key language learning skills, to take beyond the classroom and apply their cultural understanding in our growing society.

THE EARLY YEARS CURRICULUM

What do we do in EYFS?

In EYFS we establish our roots in Freeland Primary School. We believe that children's early learning experiences deeply affect their future physical, cognitive, emotional and social development. We understand that building secure relationships with children and their families at this early stage is key to understa nding how we can get the most out of learning opportunities for each and every child in our setting. We are fully committed to taking the time to understand and follow children's interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge and ensures that children achieve their next steps. Both our indoor and outdoor provision is carefully planned and demonstrates a thorough knowledge and understanding of the way in which our children learn. We aim to prepare our children to achieve the Early Learning Goals at the end of their foundation stage year. We ensure that all children have made good or better progress from their individual starting points. Our ultimate aim is to prepare our children with the understanding and skills needed for the next stage of their learning journey in KS1. This is so important as we know that; what our children learn in these first years of life will stay with them forever and children's early education is the best investment we can make in ensuring their future success. By creating an ethos based on 'Ready, Respectful Safe', we aim for all children to become confident to challenge themselves and develop a passion for lifelong learning.

How do we educate and nurture in EYFS?

As a team we follow the EYFS curriculum and ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts) areas of learning. We begin each year by looking at the individual needs of our children and their different starting points and with this information in mind, we are then able to plan a range of broad and balanced learning experiences. We place huge importance on the development of children's vocabulary. We support children in being able to communicate their thoughts and ideas and explore the meaning of new words. Staff use their knowl edge of the Characteristics of Effective Learning to ensure that they plan appropriate activities and organise the provision in a way that demonstrates a clear understanding of the way in which our children and are motivated to learn.

We know that all children are unique, with their own individual interests and it is for this reason that we believe a balance of child and teacher led activities is vital in order for our children to become fully engaged and excited by their learning. We feel that effective provision both indoors and out is based on a clear understanding of what we want our children to learn and how we plan to achieve this. We want our children to be independent in accessing quality play-based experiences that encourage them to notice, question and wonder. Effective interactions between staff and children and regular home/school communication ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to develop and grow. We use Tapestry to celebrate children's achievements, record observations, assess and track children's progress and to identify their next steps. Regular parent's meetings and an open door policy ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school. Tapestry offer the opportunity for parents/family members to send in information about their children's news and achievements outside of school and this provides us with a really well-rounded picture of our children.

What is the impact of our provision?

We make every effort to ensure that all of our children make good or better progress during their time in Foundation Stage. Children who achieve the expected standard within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made in Key Stage 1 and beyond. We understan d that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but may be working at differing levels within this range. Effective communication between FS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. In addition to regular formative observations, staff input summative data on a termly basis and complete their own data analysis to ensure that our children's progress is monitored carefully, the impact of actions are evaluated and next steps are identified.

(we have a separate EYFS policy and framework)

HOW ARE ALL LEARNERS SUPPORTED?

At Freeland CofE Primary, we support all learners to access the curriculum and fly high. The information below outlines the practice and range of support offered across the school in each area of need. Support is always tailored to the needs of the individual class/pupil and the offering in each class reflects this and may change accordingly.

Cognition & Learning

Wave:	Support:	Pupils:
1	**Quality First Teaching.** Differentiated *I Can…*outcomes, visual aids, modelling, visual timetables, illustrated/ACE dictionaries, writing frames, mind maps, working walls, mini plenaries, TA in class support, access to ICT, focused group work, structured school and class routines, seating position, positive reinforcement, sound mats, coloured overlays/rulers/writing books, handwriting pens/ pencil grips, handwriting policy, access to concrete maths resources, open/closed tasks	All pupils, where appropriate
2	Maths/literacy booster groups, TA support, 1:1 activities, additional keyboard skills, daily reading with an adult, small group phonics booster, handwriting group, PiXL gap support, ARCH reading, take-up time to think before answering, talk partners, cloze procedure activities, precision teaching	Some pupils
3	Intense literacy/numeracy support, adapted catch-up programmes, inc PiXL, additional 1:1 phonics support, additional individual reading, paired reading, memory skills training, FFT, SNIP, Toe by Toe, precision teaching, Numicon and concrete maths activities/resources, literacy/maths apps, dictaphone/Talking Tins, scribe, exam access arrangements, educational psychologist	A few pupils

Communication & Interaction

Wave:	Support:	Pupils:
1	**Quality First Teaching.** Flexible teaching arrangements, structured school & class routines, differentiated curriculum using simplified language, increased visual aids/modelling, use of symbols, visual timetables, seating position, allow thinking/processing time, instructions given in small, clear chunks, use of fiddle toy, wobble cushion	All pupils, where appropriate
2	In class support from TA with some focus on supporting speech & language, additional use of ICT to support the curriculum	Some pupils
3	SaLT speech & language support with TA delivering SaLT programme (e.g. Talk Time), in class support, individual visual timetable with smaller steps, input from Communication & Interaction Support Service, use of ICT, Socially Speaking, social stories, Lego Therapy, educational psychologist	A few pupils

Social, Emotional & Mental Health Difficulties

Wave:	Support:	Pupils:
1	**Quality First Teaching.** School behaviour policy, whole school & class reward systems, class rules/expectations, class worry box, play leaders, Jigsaw PSHE programme, assemblies, head teacher certificates, Hot Chocolate Fridays, visual timetables, positive reinforcement, regular communication with parents, seating position, fiddle toy, wobble cushion	All pupils, where appropriate
2	Small nurture group, group reward system, support for unstructured time (adult or peer), social skills group, Forest School	Some pupils
3	Individual reward system, daily home/school communication, nurture group, Lego Therapy, ELSA, peer mentoring, Pastoral Support Plan, personal risk assessment, Team Teach strategies, input from Communication and Interaction Support Service, social skills group, social stories, Socially Speaking, time out, individual visual timetables, 1:1 TA support, 6 Stages of Crisis, educational psychologist, CAMHS referral, class and school transition support, including extra visits and learning passports, MBox	A few pupils

Sensory and/or Physical Needs

Wave:	Support:	Pupils:
1	**Quality First Teaching.** Flexible teaching arrangements, teacher aware of sensory/physical impairment, suitable concrete resources available, e.g. braille/enlarged texts, hearing impairment loop system, seating position, fiddle toy, wobble cushion, special pens/pencils, pencil grips, personal risk assessments	All pupils, where appropriate
2	Access to ICT resources, additional handwriting practise, access to supportive equipment, e.g. writing slope	Some pupils
3	Fine/gross motor skills programme for individual/small group, support in PE, art, science, practical activities, additional support for school visits, reasonable adjustments to the school environment to support access, keyboard skills, specialist equipment, 1:1 TA support in class and around school, where necessary	A few pupils

HOW DO WE TEACH OUR CURRICULUM?

Teaching and Learning Principles at Freeland School

We believe for our children to live out our aims, consistency is of utmost importance. Therefore, an agreed set of 'musts' are set at the beginning of each year (see appendix p. 67). This enables our children to have the stability across the school.

Teaching and Learning Principles:

Alongside the Teacher's Standards teachers follow the EPA Teaching and Learning Principles.

Principles	So that…
1. High expectations of learning behaviour	
a) Routines and effective classroom management b) Consistent application of behaviour policy c) Promote active participation not compliance d) Reinforcing effort and providing recognition	a) Minimal valuable lesson time is wasted dealing with low-level disruption b) Children can think hard about their learning free from distraction c) All Children are engaged in thinking about key learning d) Children understand the connection between effort and achievement
2. Quality of instruction	
a) Highly effective explanations b) Clearly defined outcomes c) New knowledge is founded upon old knowledge d) Teachers model excellence and how to achieve it	a) So that Children quickly grasp key ideas b) Children have complete clarity around what they are learning and what success looks like c) Children can learn new ideas by reference to ideas they already know d) Children know what excellence looks like as well as how to achieve it
3. Subject mastery	
a) Excellent understanding of curriculum, including end of year / key stage expectations b) Misconceptions are planned for and addressed c) Comprehensive understanding of curriculum d) Promote and uphold the highest standards of literacy	a) Children reach or exceed the expected standard for year / key stage b) Children overcome common misconceptions c) Teachers are able to confidently teach to the top d) Children read, write and speak with fluency and accuracy
4. Making it Stick	
a) Making connections between underlying concepts **b) Regular low stakes testing** **c) Practise deliberately** **d) Learning is interleaved**	a) Children can make links across key subject skills b) Children can embed learning into their long-term memory c) Children can develop fluency and accuracy in key skills d) Children revisit material in a way which promotes long term memory
5. Adaptive teaching	
a) Support and scaffold in lesson for all children b) Pitch high every lesson c) Adapts teaching as needs emerge d) Developed understanding of Special Educational Needs in the classroom	a) Children are able to access the learning they are doing b) Children are challenged to exceed expectation c) All Children make exceptional progress d) All Children with SEND make exceptional progress
6. Effective feedback	
a) Timely feedback to maximise learning b) Formative assessment is embedded throughout a lesson c) Comments are specific, accurate and clear d) Time to reflect and act upon feedback	a) Children can swiftly unlock further learning b) Teachers know which topics to re-teach that were not grasped first time c) Student actions are refocused or redirected to achieve a goal d) Children are self- regulated learners

A Knowledge-Based Curriculum –
We believe that:

Knowledge needs concepts
Knowledge facts need to be underpinned by concepts and need to be taught explicitly
Knowledge is subject based
Knowledge needs to be situated in and be protected within the discipline
Knowledge needs to be remembered
Knowledge is taught to be remembered, not merely encountered
Knowledge should be sequenced and progressive
Knowledge is sequenced and mapped deliberately and coherently

Knowledge, Concepts and Vocabulary Organisers (KCVs)
Our Curriculum is knowledge-based and includes planning using concepts, vocabulary and sometimes skills for each curriculum area. Initially we are aiming to develop KCVs for history, geography and science. KCVs outline the main knowledge covered in each curriculum area, so that knowledge is built up across key stages.
KCV Principles

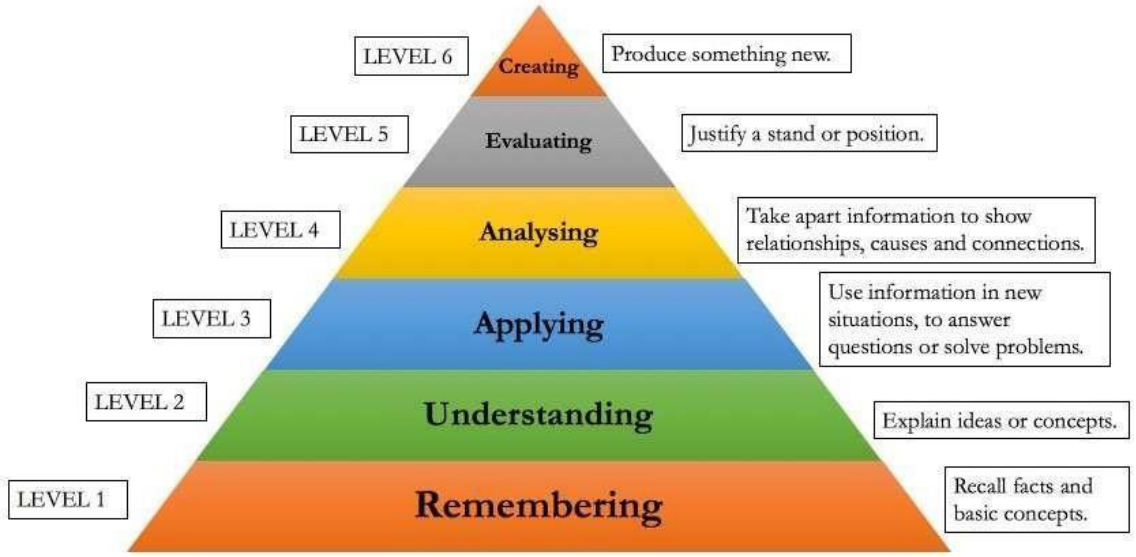
Principles	So that…
KCVs are stuck in children's books at the beginning of each unit. These form the minimum level of knowledge that all children will learn.	Children, teachers and parents are clear about what KCVs are being taught and assessed in each unit.
There is a clear link between the KCV of each unit and the sequence of lessons which intend to facilitate the learning of this content	All lessons are designed to teach and assess the KCVs intended within the unit.
Each unit contains an assessment of the KCV	Teachers know how successful their teaching has been – and what 'gaps' in learning need to be addressed.
Attention is paid to any gaps in learning uncovered by the unit assessment	Any 'gaps' in children's learning are reduced which will help children link future, more complex, knowledge to previous learning.

Planning:
Long Term Planning – all year groups have a long term plan which includes the content of the curriculum for every subject.
Medium Term Planning - teachers are expected to complete a topic map for each term and a Knowledge Concept and Vocabulary Organiser (KCV) for Science, History and Geography which will be stuck in each child's book to enable assessment.
Short Term Planning – All teachers are expected to have a thoroughly considered plan for every lesson.
Each teacher should add any planning to the shared Google Drive for easy access. A range of published materials are used to support teacher's planning.

Effective learning will:

- Be the responsibility of all learners within the learning community
- Encourage independence through 5Bs (Brain, Board, Book, Buddy, Boss)
- Develop self-drive and motivation through 4Rs (reciprocity, resourcefulness, reflectiveness, resilience)
- Enhance an enthusiastic approach to learning
- Enable co-operation and teamwork
- Inspire confidence and create a safe environment in which to take risks
- Stimulate imagination
- Give opportunities to enquire and ask questions
- Promote problem-solving skills
- Take place in a range of environments
- Be evident within all spectrums of ability
- Make best use of current technologies
- Consider the needs of all learners
- Be proactive and maximise each learning opportunity

Differentiation
Teachers plan every lesson with an overarching learning objective which is always shared with the children at the beginning of the lesson. From the learning objective the learning is differentiated threefold using 'I cans' and Bloom's Taxonomy verbs to encourage high order thinking and to promote challenge. From Year 1 the children are taught how to assess their learning and choose the appropriate learning task. This self-assessment continues throughout the lesson with children demonstrating their understanding of the learning objective and moving up or down to the correct 'I can' to suit their understanding of the concept.



Displays
It is our aim to provide a visually rich, supportive and stimulating environment. Displays should reflect this as well as th e School's Mission Statement. High standards of presentation in displays should be maintained and they should be changed each half term (unless the topic runs for longer), and work should be mounted (sometimes by the pupils) and reflect a variety of curriculum subjects. There will be a Maths, Science and English working wall in each class (with the exception of FS), as well as a RE/Values display.

Presentation
High standards of presentation in pupils' work is important at Freeland School:

- All pieces of work are dated (short version for maths), have a learning objective and clear differentiation using 'I cans' (Blooms Taxonomy)
- Lines for diagrams are to be in pencil with a ruler and labels written on the horizontal
- In maths, one digit per square and the decimal written on the intersection
- Line guides are used and a margin drawn
- FS-Y2 write in pencil; Y3 onwards use blue ink pen and draw in pencil
- In maths, children use a pencil
- Margins are drawn to improve presentation
- All staff are responsible for modelling good practice
- School handwriting policy is used across the school (see appendix)

Role of Parents/Carers
We believe that parents/carers have a fundamental role to play in helping pupils to learn.
We work in partnership with parents/carers to ensure:

- Effective two-way communication through newsletter information, informal and formal meetings, reports, school website and Twitter
- Awareness of curriculum areas/developments currently being taught
- Pupils are making progress and parents are regularly informed
- The needs of all pupils are met, be they learning, behavioural, emotional or social
- That parents are aware of the opportunities available to become involved in our wider community
- School expectations of homework are supported by parents at home
- Pupils attend regularly and punctually

The school has a Home-School Agreement which we expect parents to sign at the beginning of each school year. The school website (www.freeland.oxon.sch.uk) is updated regularly and is a useful tool that parents should refer to regularly to keep them up to date with all aspects of school life.

Role of Governors
Governors play a key role in supporting, monitoring and reviewing school policies. Governors ensure the premises are a safe, secure and appropriate environment for effective teaching & learning to take place. Following the monitoring timetable, Governors visit the school to support staff, further develop positive relationships and monitor progress towards the School Development Plan (SDP). Every curriculum subject has an allocated governor who offers support and challenge.

Role of Subject Leaders
Subject Leaders are responsible for monitoring standards in their subject areas and for ensuring the effective delivery of the SDP and School Vision. Annual action plans are written highlighting the school's priorities. The school's subject leader's handbook is used to support staff and to ensure consistency.

Know

- Knowing about the subject – theory, methods, curriculum aims, Ofsted and other expectations.
- Knowing about practice – what's expected, what actually happens.
- Knowing about resources – what you have in school, what you need, what's available, how to get them.
- Knowing about attainment – attainment in school, how this compares with what is expected.

Support

- Supporting colleagues with planning, defining a curriculum policy, and drawing up a curriculum outline, identifying a scheme ofwork.
- Supporting teaching – demonstrating good practice, working alongside colleagues, providing advice.
- Supporting with information and opportunities for involvement – governors, non-teaching staff, parents and children.

Monitor

- Monitoring attainment – identifying trends, making comparisons, knowing about different groups, using benchmarks, setting and reviewingtargets.
- Monitoring plans – comparing plans with expectations, checking for clarity of intended outcomes and checking fordifferentiation.
- Monitoring children's work – sampling.
- Monitoring teaching, observing, providing feedback, reporting on findings.

Change

- Building on existing good practice
- Overcoming any weaknesses
- Striving for continuous improvement.

It is the role of each Subject Leader and/or team to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Subject Leader reviews the curriculum plans for the subject and sees that progression is panned into schemes of work.

HOW DO WE ASSESS OUR CHILDREN?

At Freeland CE Primary School, we recognise that assessment is a continuous process integral to learning and teaching. It is how we gain knowledge of our pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment for Learning

At Freeland CE, assessment for learning is constantly taking place in the classroom through discussion, listening and analysis of work. We recognise that it is essential that we as teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Therefore, we:

- Evaluate pupils' learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons.
- Adjust plans to meet the needs of the pupils - differentiating objectives.
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make.
- Set individual challenges in all subjects on a regular basis and discuss these with the pupils so that they are involved in the process.
- Share targets with parents to include them in supporting their child's learning.
- Encourage pupils to evaluate their own work against 'I cans' or success criteria based upon specific, key learning objectives.
- Mark work so that it is constructive and informative in accordance with the marking policy.
- Incorporate both formative and summative assessment opportunities in medium and short term planning.
- Assess all subjects termly using Target Tracker.

Assessment Points

Agreed each September, this calendar sets out our assessment points through the year and is on our staff monitoring schedule.

Assessing Progress

At Freeland CE Primary, we expect all children throughout each year group and across the curriculum to make substantial and sustained progress from their different starting points. We aim for all children to make and exceed expected progress better than other pupils nationally. In EYFS we aim for all children to achieve a Good Level of Development (GLD) and children who come in working beyond age related expectations to exceed EYFS Goals. (see appendix page 84)

For SEND children working significantly below ARE other assessments are used to measure progress e.g. spelling and reading age.

Assessing Core and Foundation Subjects

We expect the vast majority of children to reach age related expectations and for our able children to be working in greater depth by the end of the year. For those children who start school with achievement slightly below that which is typical of their age we aim for them to catch up quickly through additional targeted support. There are however a small number of children with very specific needs who may not reach national expectations.

At each assessment point (AP) we record assessments using the online system Target Tracker. This information is reported to the EPA and Governors and used to inform interventions for the following term. Teachers use a best fit judgement to record children's progress based on ongoing formative assessment and PiXL assessments Teachers have the option to use Target Tracker statements to 'back-up' their judgements.

By the end of each academic year we expect the majority of our children to be at ARE (age related expectation)

below	below+	working at	working at+	secure	secure+
Working significantly below ARE	Below ARE		ARE		Above ARE/Greater Depth

Pupil Progress Meetings and Moderation

These meetings take place once a term for all class teachers and teaching assistants and each half term for those teachers whose cohort did not make sufficient progress in reading, writing or maths the previous term. They are co-ordinated by the Senior Leadership Team and the SENDCo who generates a report outlining interventions to accelerate underperforming groups or individuals. Additionally, the SLT alongside the SENCO meet 6 x a year to discuss the needs of children who are classified as 'vulnerable'.

Writing assessments are moderated across the school between staff members. This process is co-ordinated by the Literacy Co-ordinator. In addition, our school carries out cross school moderation with other EPA primary schools.

Statutory Assessment
End of Key Stage 1 and Key Stage 2 Tests will take place in May and the Phonics Screening check will take place in June. In Reception, the latest exemplification materials will be used to judge EYFS outcomes. Key Stages One and Two will use the latest statutory guidance for teacher assessment. In 2020 the Year 4 Multiplication Tables Check was introduced and taken place in June.

Monitoring
The monitoring of standards throughout the school is outlined in its monitoring timetable. It includes DDIs (Developmental Drop Ins), book trawls, discussion with pupils. The Special Educational Needs Co-ordinator (SENCo) also monitors the work of the TAs.
After each Assessment Point Subject Leaders analyse data and books and create a report which is shared with all teachers.

Intervention Programmes
All intervention programmes are assessed by the SENCo once complete and a report is made to SLT and governors. Children on intervention programmes should be correctly identified and the aim of all programmes is for accelerated progress to be made.

Evidence
It is not expected that a separate file of evidence should be maintained by staff to support judgements apart from photographs, up to date writing in books and evidence of learning in books.

Reports
Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and next steps. We provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and for teachers to share next steps. Parents receive a written report in the Spring Term. Parents receive a written record of any statutory test results. Reporting to parents of children with SEND is in line with the SEN policy.

Equal Opportunities and Inclusion
To ensure all children have equal access to the curriculum it is important that any assessments used do not contain any form of bias, which would exclude any child from achieving due success.

Pupils leaving
When pupils are moving to another school we send by recorded post, the following documentation: Pupil profile containing copies of reports, SEN records, previously assessed work, copies of the tracking data related to that child and an Attendance Record. A Common Transfer File (CTF) is sent electronically to the receiving school as soon as we are informed of their arrival.

MARKING (to be revised September 2020)
The school agreed symbols for marking (see Pages 63 & 64)

- We will ensure that children are encouraged to look objectively at their work
- In Key Stage 1, marking should, where possible, take place with children
- Comments should be short but give clear action points for improvement
- Every piece of work will be marked. Sometimes this might only be ticks or a 'D' for discussed
- Evidence of children's responses to the marking must be evident (so that the marking moves learning forward) using green pens
- Work should be marked regularly
- Red pen should be used to mark work. When someone other than the class teacher has marked a child's work, they should initial the comment.
- Points of action for the pupils will go in a 'bubble'
- Self or peer marking and editing will be done in green pen.
- Teachers will not mark every spelling and punctuation error. There is however, a set of baseline expectations; these are full stops and capital letters, the 100 basic spellings (or those that the teacher feels the child should be spelling correctly) and paragraphs
- Incorrect spellings are marked 'sp' by the word. The children will write the correct spelling above the incorrect one. If the spelling is one which is an expected spelling from the previous years' list, the pupil will rewrite the correct spelling five times at the back of their books. For children identified as SEND or pre-SEND the word is given in the margin.
- The teachers will also make comments about handwriting and presentation in line with the school's policy to raise standards in these areas.
- Children will be allowed time to **redraft** and consider areas for improvement
- Teachers should analyse the impact of their marking i.e. has there been an improvement over time?
- When children correct spellings these should be written in the back of the books for future reference (these are spellings which are the expected spellings from the pupils' previous year group)
- Teachers are expected to use their own professional judgement in marking children's work and to recognise the importance that effective marking can have on raising standards.
- Sometimes verbal feedback will be given to individuals, small groups or the whole class and responses to these will be evident in green pen.

MARKING DURING COVID 19
All work needs to be marked and teachers must consistently follow the school's marking and feedback policy summarised below (not all work needs to marked using all of the elements listed here):

- Tick layered objectives.
- Adult support indicated (A).
- Red pen should be used to mark work.
- Self marking and editing will be done in green pen.
- Whole class feedback to be used for English and Maths daily (10 minutes) when needed, to either move the children's learning further on or address misconceptions.
  Whole class feedback will include handwriting and presentation in line with the school's policy to raise standards in these areas.
  Whole class feedback sheets to be stored in class folder.
- In individual books teachers will not mark every spelling and punctuation error. There is however, a set of baseline expectations; these are full stops and capital letters, the 100 basic spellings (or those that the teacher feels the child should be spelling correctly) and paragraphs.
- Incorrect spellings are marked 'sp' by the word. The children will write the correct spelling above the incorrect one. If the spelling is one which is an expected spelling from the previous years' list, the pupil will rewrite the correct spelling five times at the back of their books. Children in KS1 and children identified as SEND or pre-SEND the word will be given in the margin.
- Children will be allowed time to redraft and consider areas for improvement.
- It will be expected that for every piece of work children will be asked to reflect on it and improve it using green pen.
- Dojo points may be awarded for a really good piece of work.

Making the Improvements (not to be used during Covid 19)
Marking is not about correcting. Teachers highlight errors: pupils correct them and therefore pupils will be given class tim e to respond to the teacher's marking. Any comment written by the teacher or pupils (when peer marking) which appears in a 'bubble', should be acted on by the child and the teacher must ensure that this happens.

Comments written by the teacher should guide the work of the pupils, so, comments could start with:

Insert 3 ….. in your work
Rewrite the last line so that…
Find alternative words for the ones I have circled.
Use a thesaurus…

Marking ladders and tick sheets at the end of longer pieces of work help cut down the marking time and also, where explained to the pupils, are effective at moving learning forward.

HOMEWORK
The School's aims

To be effective, homework relies on an active educational partnership between home and school. In setting homework, the school recognises the importance of this partnership and the value of parental involvement in key areas of pupils' education. In partnership with parents the school has devised a homework programme which is manageable and takes in to account children's well-being.

Each week for homework the children spend time focusing on **reading**, learning **spellings** and **times tables**. These are non-negotiable and the parents are expected to ensure that the children do the following:

Reading	Read at least 3 times a week and record in your reading record	**Spelling**	Learn the spellings that are given to you each week (for at least 5 minutes a day for 5 days)	**Times tables**	Practise the times tables that you are working on (for at least 5 minutes a day for 5 days)

On top of these non-negotiables the children are provided a list of optional homework tasks which range from further study on a topic to taking part in an activity with their family e.g. den building, cake making. Evidence from these activities are shared in class and children are encouraged to create presentations on what they have done.

Things to do as extra optional 'homework'		
If we are lucky (or not) to have snow – build a snowman and send in your pictures office.3208@freeland.oxon.sch.uk (this is still possible)	Grow some plants or vegetables.	Research the types of birds that you are getting in your garden. Use the RSPB website to help you. https://www.rspb.org.uk/get-involved/activities/birdwatch/
Take part in the Great Freeland's Bake off – more info to follow!	Make an Easter Garden.	Visit a farm to see baby animals.
Make an interesting board game to help you learn your times tables – bring it in to class to share with your friends.	Do some research on a part of your topic that you are really fascinated about – prepare a presentation to share with your teacher.	Attempt to learn a new skills i.e. origami.
Think about our value of Generosity – how could you be generous with your time or your belongings?	Do some exercise every day to help you 'be healthy'.	Make a healthy dinner for your family.

EDUCATIONAL VISITS

To enrich the curriculum for our pupils, we offer a range of education off-site visits and other activities that add to what they learn in the classroom. We have developed a long term plan for visitor and trips (including visiting places of worship) to ensure that children have a wide experience of opportunities during their time at Freeland School.
To provide our children with further experience of independence and to practice life-long skills we plan for a variety of different residential opportunities starting with a sleepover in Year 2, a two night stay locally in Year 3, a night camp in Year 4 and a week residential in Year 5 and 6.

When planning an off-site visit, staff must:

- complete a 'Trips Pack', including completing a Risk Assessment (RA) (for regular trips teachers may review and sign an existing RA). For local trips/visits, parents are asked to sign this agreement at the beginning of each academic year (the September Pack).
- Gain written parental permission
- Follow the guidelines of a 1:6 ratio in Y1-3 (FS should have a higher ratio). 1:10 to 15 pupils in Y4-6. For residential trips a ratio of children to adults will be a minimum of 1:12. Where possible and practical, with mixed gender groups, appropriate numbers of male and female adults will attend.
- Medicines are 'held' by the class teacher unless they are usually held in the classroom (for example, inhalers and epipens).
- A qualified first aider must be present throughout the trip and a first aid kit and mobile phone taken.
- When parents are invited on trips to support the group, they should not be placed in a position of direct overall responsibility, except in an emergency. Any parents helping out on a trip will be required to read and complete the EVC Protocol for Parents document. On residential visits parents/carers do not accompany their children unless it is necessary because it would be unreasonable for school staff to provide the necessary care.

APPENDICES

FREELAND CE PRIMARY SCHOOL

CALCULATION POLICY

Mathematics Mastery

At the centre of the mastery approach to the teaching of mathematics is the belief that all children have the potential to succeed. They should have access to the same curriculum content and, rather than being extended with new learning, they should deepen their conceptual understanding by tackling challenging and varied problems. Similarly, with calculation strategies, children must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. This policy outlines the different calculation strategies that should be taught and used in Year 1 to Year 6 in line with the requirements of the 2014 Primary National Curriculum.

Mathematical Language

The 2014 National Curriculum is explicit in articulating the importance of children using the correct mathematical language as a central part of their learning (reasoning). Indeed, in certain year groups, the non-statutory guidance highlights the requirement for children to extend their language around certain concepts. It is therefore essential that teaching using the strategies outlined in this policy is accompanied by the use of appropriate and precise mathematical vocabulary. New vocabulary should be introduced in a suitable context (for example, with relevant real objects, apparatus, pictures or

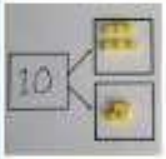
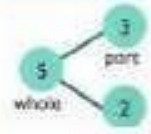
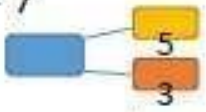
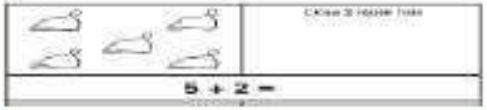
> The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof.
>
> *2014 Maths Programme of Study*

diagrams) and explained carefully. High expectations of the mathematical language used are essential, with teachers only accepting what is correct.

How to use the policy

This mathematics policy is a guide for all staff at Freeland CE Primary school and has been adapted from work by the NCETM. It is purposely set out as a progression of mathematical skills and year group phases but a flexible approach to teaching and learning is needed according to the cohort and individual needs. It is expected that teachers will use their professional judgement as to when consolidation of existing skills is required or if to move onto the next concept. However, the focus must always remain on breadth and depth rather than accelerating through concepts. Children should not be extended with new learning before they are ready, they should deepen their conceptual understanding by tackling challenging and varied problems. All teachers use the scheme of work from the White Rose Maths Hub and are required to base their planning around their year groups modules and not to move onto a higher year groups scheme of work. Teachers can use any teaching resources that they wish to use and the policy does not recommend one set of resources over another, rather that, a variety of resources are used. For each of the four rules of number, different strategies are laid out, together with examples of what concrete materials can be used and how, along with suggested pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach [Make it, Draw it, Write it] is for children to have a true understanding of a mathematical concept, they need to master all three phases within a year group's scheme of work.

Y1 ADDITION +

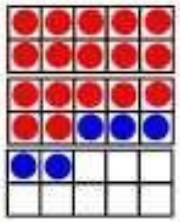
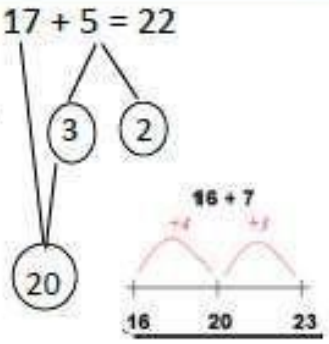
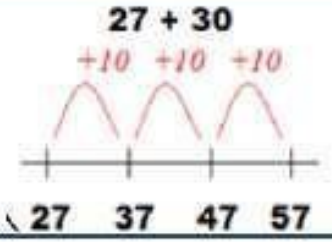
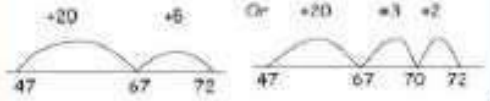
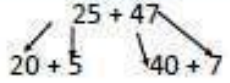
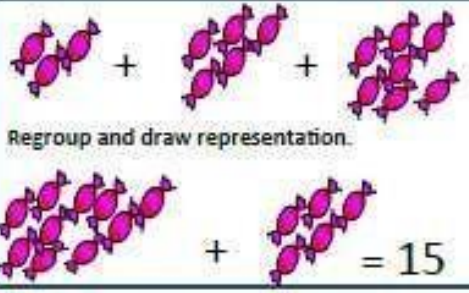
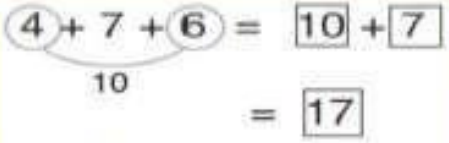
Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	   Use part part whole model. Use cubes to add two numbers together as a group or in a bar. 	   Use pictures to add two numbers together as a group or in a bar.	4 + 3 = 7  10= 6 + 4 Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on	 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	12 + 5 = 17  Start at the larger number on the number line and count on in ones or in one jump to find the answer.	5 + 12 = 17 Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10. *This is an essential skill for column addition later.*	 6 + 5 = 11  Start with the bigger number and use the smaller number to make 10. Use ten frames.	 Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10. 	7 + 4= 11 If I am at seven, how many more do I need to make 10. How many more do I add on now?
Represent & use number bonds and related subtraction facts within 20	 2 more than 5.	 	Emphasis should be on the language *'1 more than 5 is equal to 6.'* *'2 more than 5 is 7.'* *'8 is 3 more than 5.'*

Dbjecñve & Strategy	Concrete	Pictorial	Abstract
Adding multiples of ie.n	50= 30 = 20  Modei using d:'enes anO bead strings	Use representations for base ten.	2C+30=50 70=50+20 40 + o = o0
Use known number facts Part part whole	 Children ex-plore ways of making num-bers wAhin 2O	20  + = 20 20 –	+ 1 = 16 16 – 1 = - | | - i6 16 = 1
Usirg known facts	0 O + 0 [g =  +	 ch*idren *draw* representaâorLs or n,7 and a	3 + 4 = 7 *leads to* ,
Bar mcde'	 3 + 4 = 7	 7 + 3 = 10	 23 25 23 + 25 = 48

Y2

" "

Y2 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones	 17 + 5 = 22 Use ten frame to make 'magic ten Children explore the pattern. 17 + 5 = 22 27 + 5 = 32	Use part part whole and number line to model. 	17 + 5 = 22 Explore related facts 17 + 5 = 22 5 + 17 = 22 22—17 = 5 22—5 = 17 
Add a 2 digit number and tens	 25 + 10 = 35 Explore that the ones digit does not change		27 + 10 = 37 27 + 20 = 47 27 + □ = 57
Add two 2-digit numbers	 Model using dienes , place value counters and numicon	 Use number line and bridge ten using part whole if necessary.	 20 + 40 = 60 5+ 7 =12 60 + 12 = 72
Add three 1-digit numbers	 Combine to make 10 first if possible, or bridge 10 then add third digit		 Combine the two numbers that make/ bridge ten then add on the third.

Dbjective &	concreu	Pictorial	s‹barau

Y3

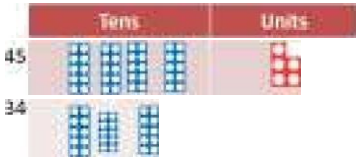
Dienes or nu-

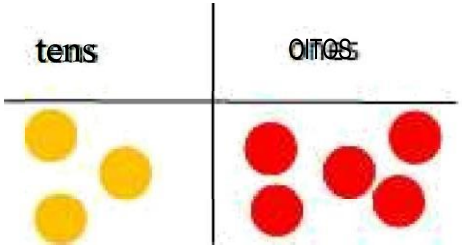
Children move to drawing the counters using a tens and one frame.

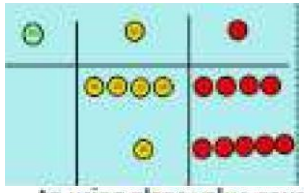
2 2 3
+ 1 1 4
3 3 7

2 or 3-digit razm

tens.

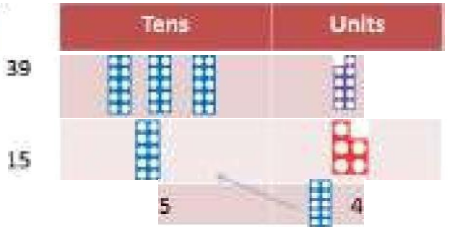




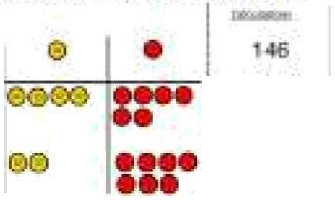


to using place value counters

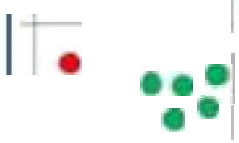
Column Addition with ing.



Exchange ten ones for a ten. Model using numicon and pv counters.



p ## 1### Ck@kBesnandmwarep resentation of the grid to further support their •'*_°•*=_'•"< the ten underneath the line



5 1

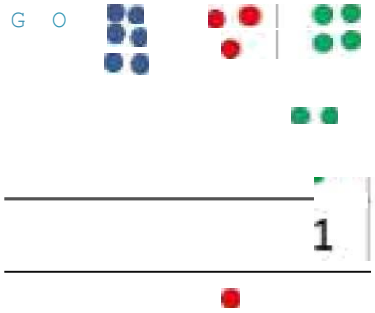
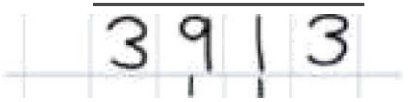
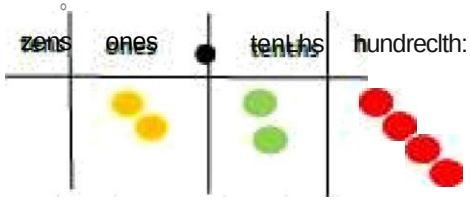
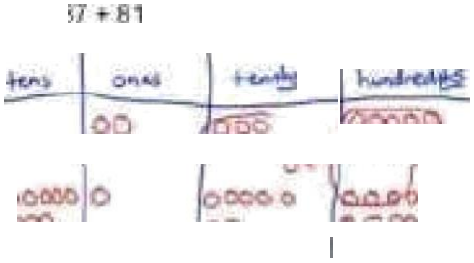
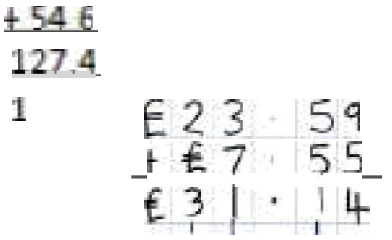
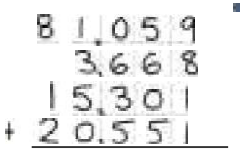
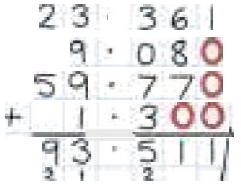
?0 + 5
40 + 8
60 + 12• = 7?

Start by partitioning the numbers before formal column to e.

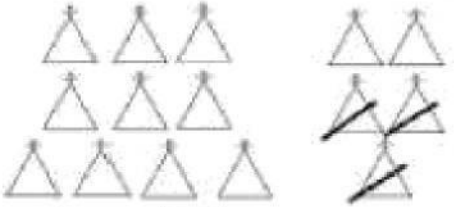
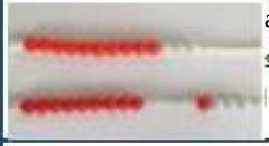
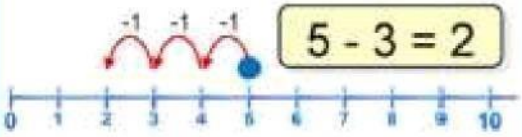
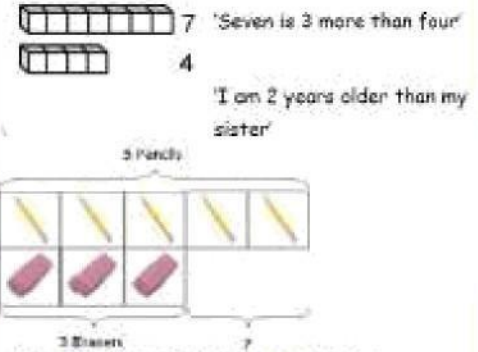
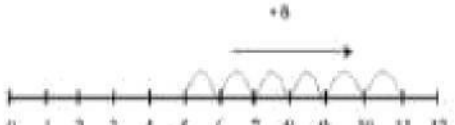
536
+ 85

1 I

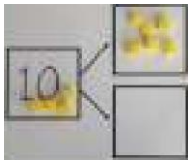
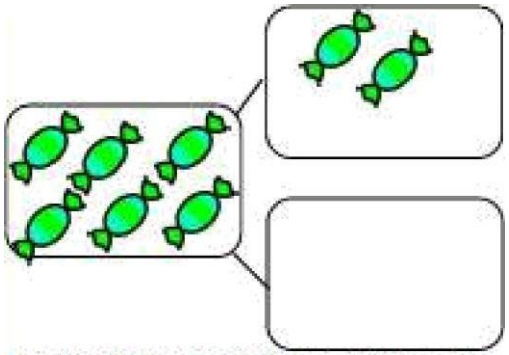
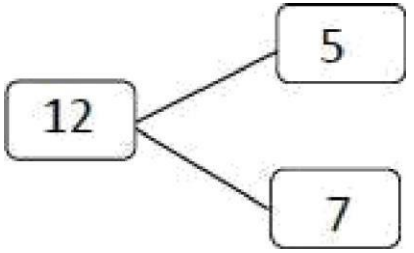
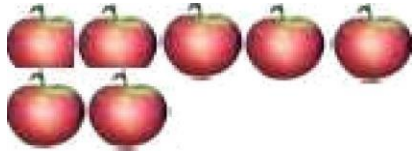
Y4-6

Objerñve & Strategy	£ oncrete	Pictorial	Abstract
r4—addnumbers with ! ᴼ ’ ***	~~Children continue to use dienes or pv~~ counters toaod, exchanging ten ones for atenandzen zens for a hun-dred andten hundreds ior a thousand.	 Oraw representabons using pv grid.	351 7  Conbnue from prefious wort: facarry hu ndreds as 'z eII as tens. Rel ate “a money and measures.
r5—add numbers a ith more than 1 digits. add decimals with 2 dec-imal plaEes, Including money.	/tz year 4  Introduce decimal place val ue counters and mooPi exchange for addifion.		rz s 
r6—add ‹erera I num-bers of inEreasing cDITi-plexir/ Including aodin money, measure and deomais with different numbers or Lima! pornD.	Az \”5	As Y5	 Insert zeros for pl ace holders. 

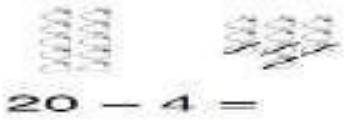
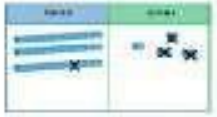
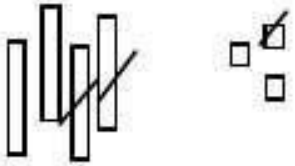
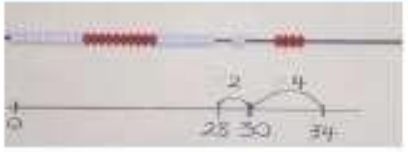
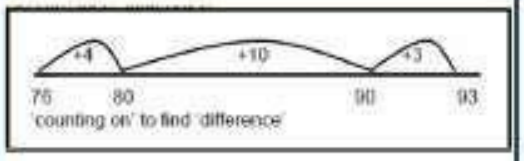
Y1 SUBTRACTION.

ObjecDve& Swetegy	Concrete	Pictorial	Abstract
Taking away ones.	Use physical objects, Eounbers , rubes etc to show how objects can be I aken aha}'.  6—4 = 2  4—2=2	 15 – 3 = 1? Cross out drawn ob Ls to skow a'haL ha been taken awa"y.	7-4 = 3 1€t—9 = 7
Counting back	  hsove objects away run he group, counting backward  Move the beads along the bead string as you count back *rards.*	 coonr back in ones using a number line.	Put 13 in your head. count back 4. that number are you at?
Find the Drfférence	Compare objects and a mounds  7 'Seven is 3 more than four' 4 'I am 2 years older than my sister' Lay objecM to represeM bar model.	Coun on using a nurztber line rofincl \he difference. 	Hannah hasl2 sweeD and her skter has 5. How »v more does Hannah have than her sister.?

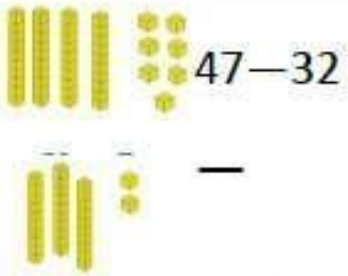
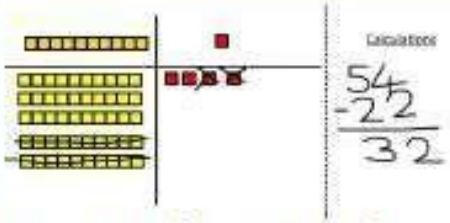
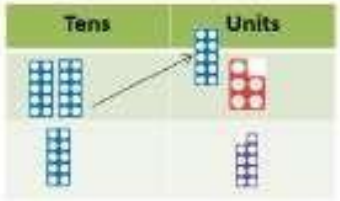
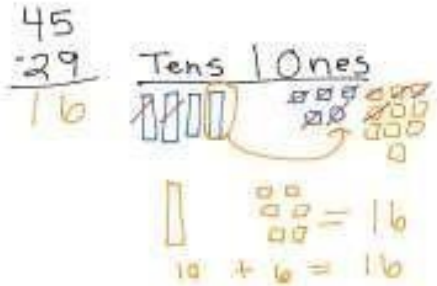
Y1 SUBTRACTION

Obje‹dve & Strategy	Concrete	Pictorial	Al›stract
Represent anduse number bond;end related subtracñon facts within 20 Part Part Whole model	 unk to adQrtion. Use fiPV'/ m0de! to mcdel the :•nverse. If 10 is t?•te whole and 6 is one of tbearts, what s the other part? 10 -6 = 4	 Use pictorial representations to show the part.	Move to using numbers within the pan who!e model. 
Make 10	14—9  h1ake 14 on o+e t nrrarne Take 4aaa'/ tomake ren,:hen take orre more eway so I hot \'ou ha 'e taken 3.	13-7 .ump back 5 first, then another 4. Use ten as the stoppin z poinL	16—8 How many *do* we take oPfirst to get to 1O? How many left to takeoff?
Bar roodel	 5-2 = 3		 IC = 8 + 2 10 =2 + 8 10—2 = 8 10—8 = 2

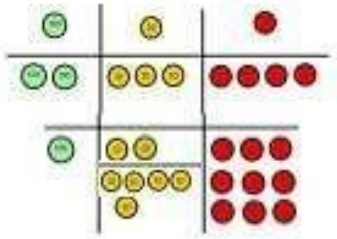
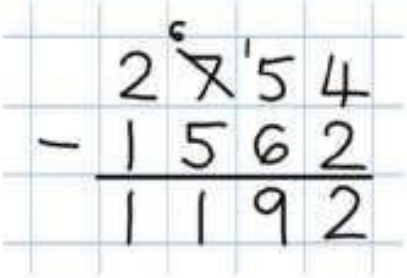
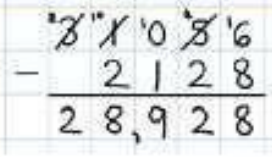
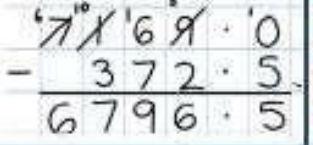
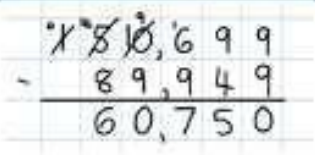
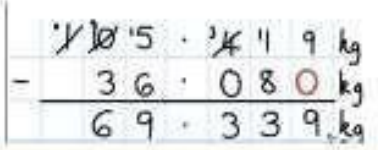
Y2 SUBTRACTION -

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	 Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'		20—4 = 16
Partitioning to subtract without re-grouping. *'Friendly numbers'*	34—13 = 21    Use Dienes to show how to partition the number when subtracting without regrouping.	Children draw representations of Dienes and cross off.  43—21 = 22	43—21 = 22
Make ten strategy *Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.*	 34—28 Use a bead bar or bead strings to model counting to next ten and the rest.	 Use a number line to count on to next ten and then the rest.	93—76 = 17

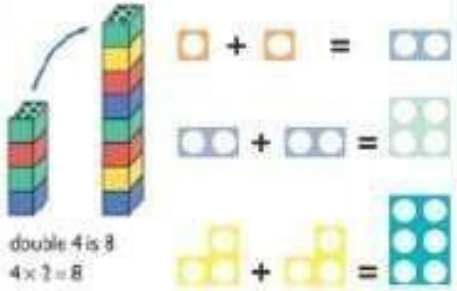
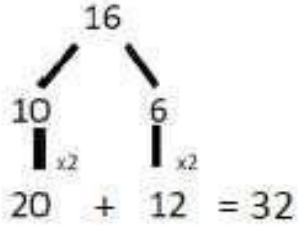
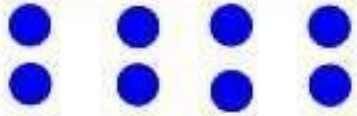
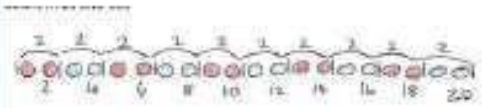
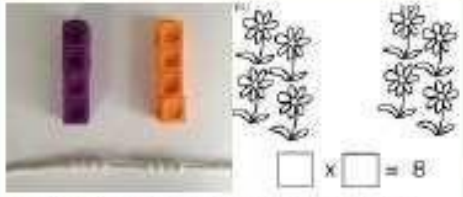
Y3 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	 Use base 10 or Numicon to model	 Darw representations to support understanding	47-24=23 40+7 -20+4 20+3 Intermediate step may be needed to lead to clear subtraction understanding. 
Column subtraction with regrouping	 Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into tten ones. Use the phrase 'take and make' for exchange.	 Children may draw base ten or PV counters and cross off.	 Begin by partitioning into pv columns  Then move to formal method.

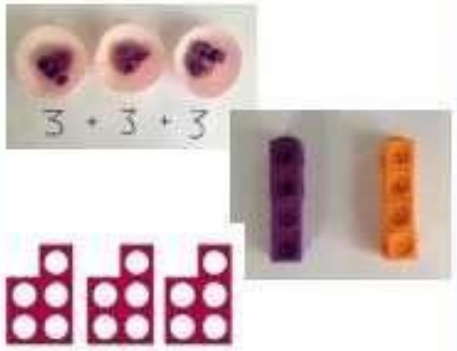
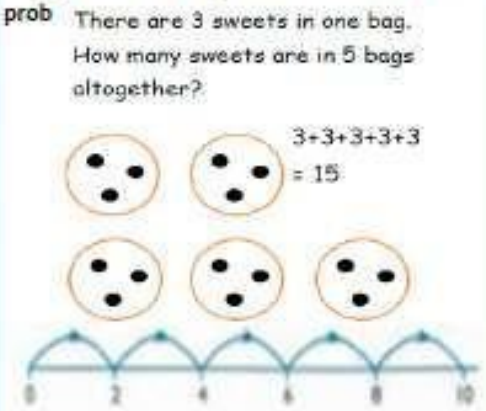
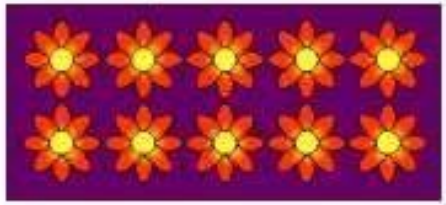
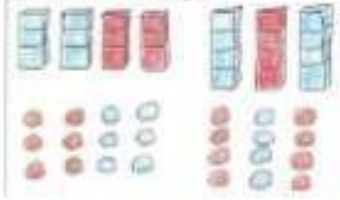
Y4-6 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. *Introduce decimal subtraction through context of money*	234 - 179  Model process of exchange using Numicon, base ten and then move to PV counters.	Children to draw pv counters and show their exchange—see Y3	 Use the phrase 'take and make' for exchange
Year 5- Subtract with at least 4 digits, including money and measures. *Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal*	As Year 4	Children to draw pv counters and show their exchange—see Y3	 Use zeros for placeholders. 
Year 6—Subtract with increasingly large and more complex numbers and decimal values.			 

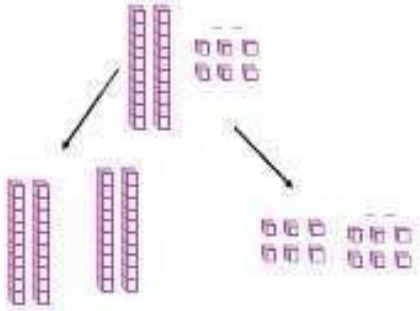
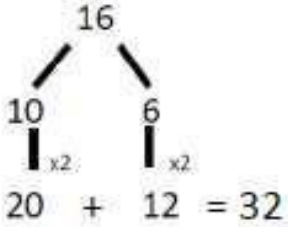
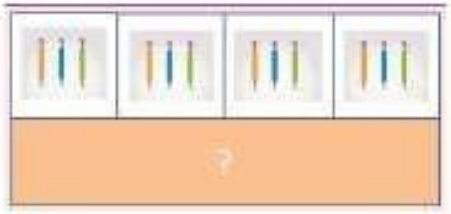
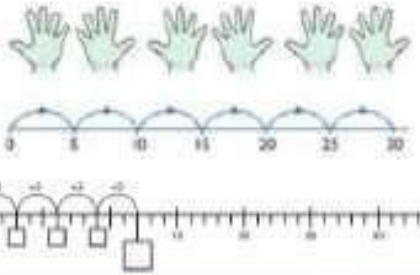
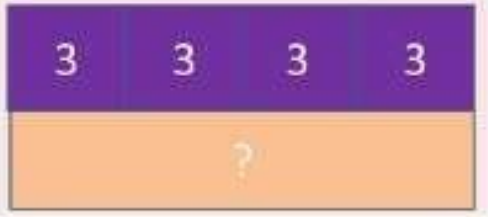
Y1 MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling 	Draw pictures to show how to double numbers Double 4 is 8 	Partition a number and then double each part before recombining it back together. 
Counting in multiples	Count the groups as children are skip counting, children may use their fingers as they are skip counting. 	 Children make representations to show counting in multiples. 	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25 , 30
Making equal groups and counting the total	 Use manipulatives to create equal groups.	Draw  to show 2 x 3 = 6 Draw and make representations	2 x 4 = 8

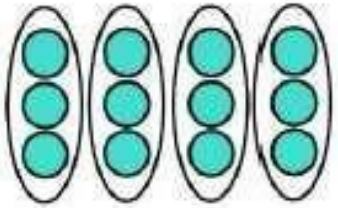
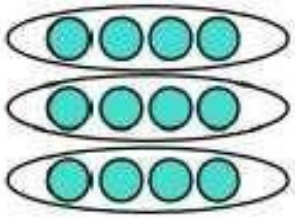
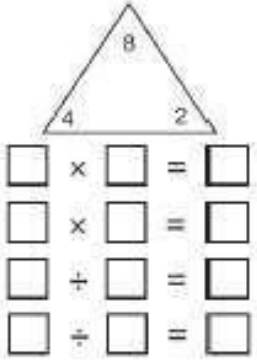
Y1 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	 Use different objects to add equal groups	Use pictorial including number lines to solve prob 	Write addition sentences to describe objects and pictures. 
Understanding arrays	Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc. 	Draw representations of arrays to show understanding 	3 x 2 = 6 2 x 5 = 10

Y2 MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Model doubling using dienes and PV counters:  40 + 12 = 52	Draw pictures and representations to show how to double numbers	Partition a number and then double each part before recombining it back together.  20 + 12 = 32
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)	Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models.  5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40  	Number lines, counting sticks and bar models should be used to show representation of counting in multiples.  	Count in multiples of a number aloud. Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25 , 30 $4 \times 3 = \square$

Y2 MULTIPLICATION X

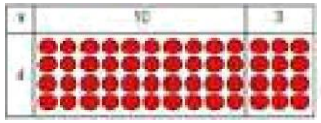
Objective & Strategy	Concrete	Pictorial	Abstract
Multiplication is commutative	Create arrays using counters and cubes and Numicon.    Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.  	Use representations of arrays to show different calculations and explore commutativity.  	$12 = 3 \times 4$ $12 = 4 \times 3$ Use an array to write multiplication sentences and reinforce repeated addition  $5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$
Using the Inverse *This should be taught alongside division, so pupils learn how they work alongside each other.*			2 x 4 = 8 4 x 2 = 8 8 ÷ 2 = 4 8 ÷ 4 = 2 8 = 2 x 4 8 = 4 x 2 2 = 8 ÷ 4 4 = 8 ÷ 2 Show all 8 related fact family sentences.

Objective & Strategy

Gñd method

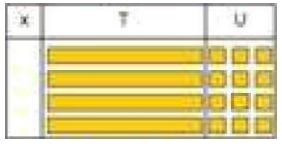
Connete

Sbow the firzks wrath azzaysto Fwst intro-



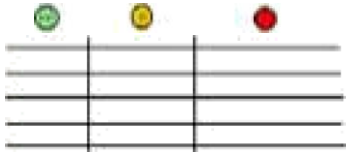
of 10
4 rows

Move oRtD base ten to move towards a more compact method.

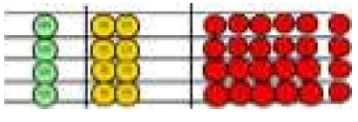


4 rows of 11

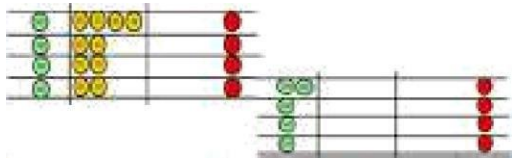
Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows



4016



4 x 126



Then you haue your answer.

Pictorial

€¥stzbencan represent tl¥eir wo4k Héh place

Tbey candra+e ttsezouMers uéngoolo4zrs to skotv difiérent anzot•zts or jest use file circles in

4 x ☐ = 20

Abstract

mgjtjpjyj g by gq

×	30	5
7	210	35

210 y SS u 2 •S

Moving forward, multiply by a 2 digit number

method.

	10	8
	100	80
	30	24

Y3

•ea•-•sa*m

Concrete

Pictorial

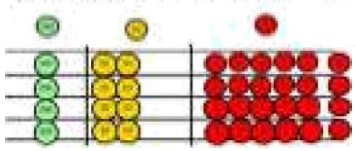
Abstsart

Y4

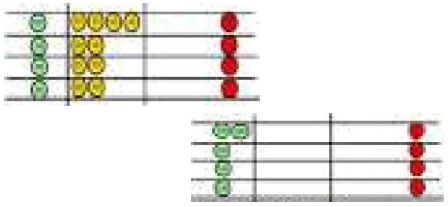
Grid method recap from year 3 for 2 dtgitsx 1 dat

3 d numbers by 1 dfgiC {year4ex-

Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows



" ” *



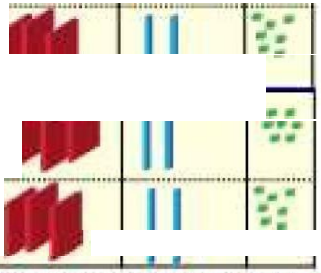
place value counters at the stage of multiplication. This initially done where there is no regrouping. 321 x 2 = 642

Children can represent their work with place value counters in a way that they understand.

They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as

x	300	20	7
4	1200	80	28

The grid method my be used to show how this



this stage that they always multiply the ones first.

The corresponding long multiplication is modelled alongside

Bar modelling and number lines can support

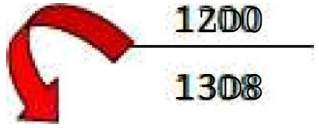
tion alongside the formal written methods.

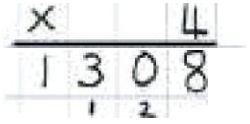
Start with multiplying by one digit numbers and showing the clear addition alongside the grid.

x	30	5
7	210	35

210 + 35 = 245

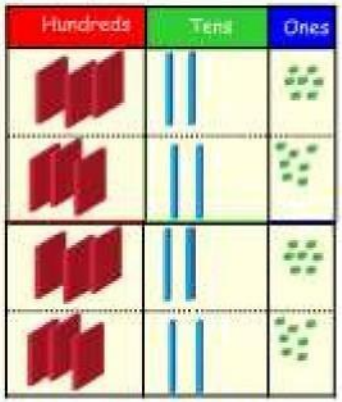
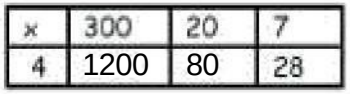
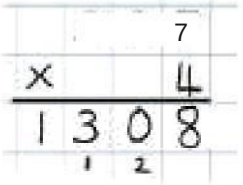
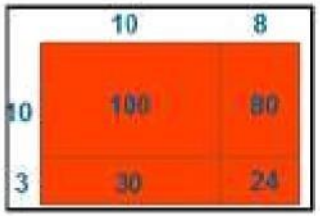
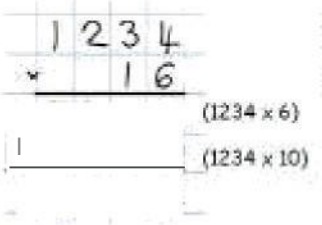
x 4
28



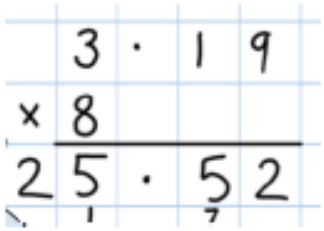


method.

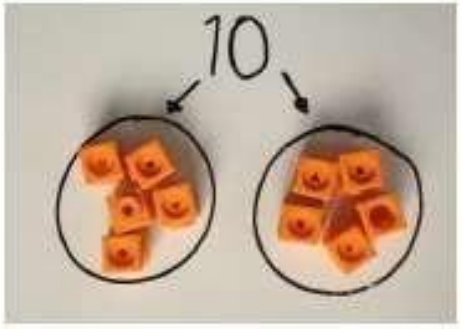
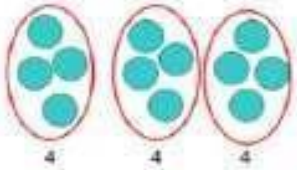
Y5-6

Objecfive & Strategy	Concrete	Pictorial	Abstract
Column Multiplication for 3 and 4 digits x 1 digit.	 **It is important at** this stage that N+ey **always** multiply the ones **first.** Children can continue ro be supported by place ya!ue counters at the stage or multipii-cagon. Thee inioally done where there is no **regrouping.** x 2 =		327 x 4 28 80 12DD 1308  Tbis will lead to **a compact method.**
Column multiplication	ManipulaLfves may sbll be used with the cor-reponding long multiplication modelled **alongside.**	 Continue to use bar modellmg tosupport prob-**lem solving**	 **18 x 3 on the first row** B X 3 =24, Earry-lng Lhe 2 for 2O, then 1 x 3) JB x 10 orf N+e 2 nd row. Show multiplying by ID by **putting** zero ln **units first** 

Y6 MULTIPLICATION

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplying decimals up to 2 decimal places by a single digit.			Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer. 

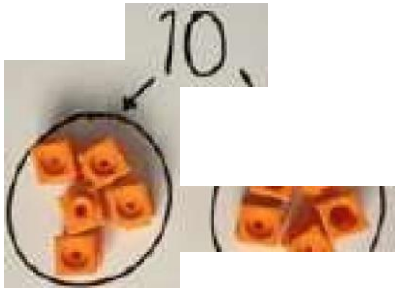
Y1 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing *Use Gordon ITPs for modelling*	   I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  8 shared between 2 is 4 Sharing:  4 4 4 12 shared between 3 is 4	12 shared between 3 is 4

Objective &	Concrete	Pictorial	Abstract

Y2

Division as sharing

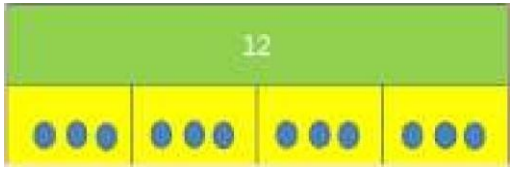


cfélAenuse pictures ordsapes to dsare quarui-

8 2

cfañzben use ber modelEog to sluzw arxl suppzxt

I have 10 cubes, can you share them equally in

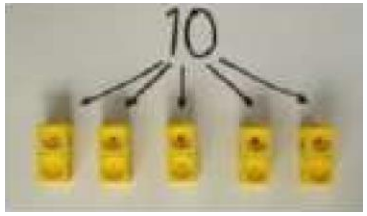


12 + 3 = 4

Division as grouping | Divide quantities into equal groups.

Use number lines for grouping

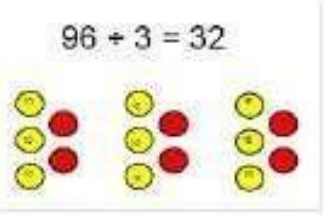
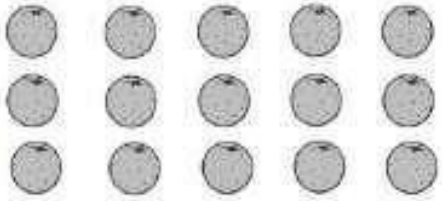
28 ÷ 7 = 4



20

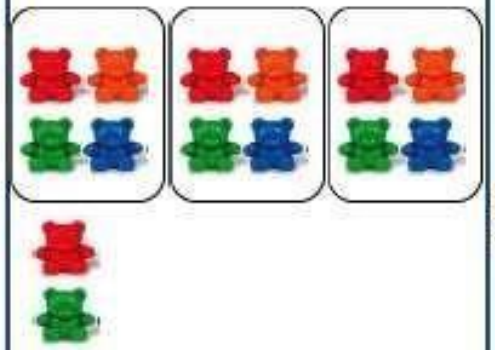
20!5–′

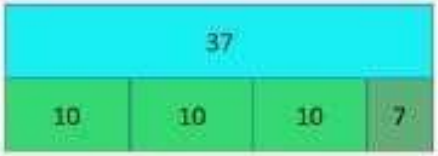
Y3 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division as grouping	Use cubes, counters, objects or place value counters to aid understanding.  24 divided into groups of 6 = 4 	Continue to use bar modelling to aid solving division problems.  20 ÷ 5 = ? 5 x ? = 20	How many groups of 6 in 24? 24 ÷ 6 = 4
Division with arrays	 Link division to multiplication by creating an array and thinking about the number sentences that can be created. Eg 15 ÷ 3 = 5 5 x 3 = 15 15 ÷ 5 = 3 3 x 5 = 15	Draw an array and use lines to split the array into groups to make multiplication and division sentences 	Find the inverse of multiplication and division sentences by creating eight linking number sentences. 7 x 4 = 28 4 x 7 = 28 28 ÷ 7 = 4 28 ÷ 4 = 7 28 = 7 x 4 28 = 4 x 7 4 = 28 ÷ 7 7 = 28 ÷ 4

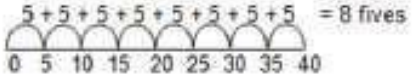
Y3 DIVISION ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division with remainders.	14 ÷ 3 = Divide objects between groups and see how much is left over	Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder. Draw dots and group them to divide an amount and clearly show a remainder. Use bar models to show division with remainders.	Complete written divisions and show the remainder using r.

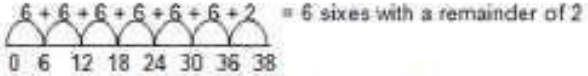




Example without remainder:
40 ÷ 5
Ask "How many 5s in 40?"



Example with remainder:
38 ÷ 6



For larger numbers, when it becomes inefficient to count in single multiples, bigger jumps can be recorded using known facts.

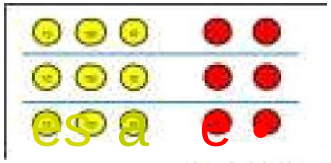
Objective & Strategy	Concrete	Pictorial	Abstract
Divide at least 3 digit numbers by 1 digit.	96 ÷ 3	Stuzh•zzts czaz conñfxze touse rbawn d¥q na4ns Begin with zBviéo4zs that zfivide equzdly with Jaiith do€s or cñz:les to hegs ttxun dññde members rzo rz•tzsaésifer.	

Y4-6

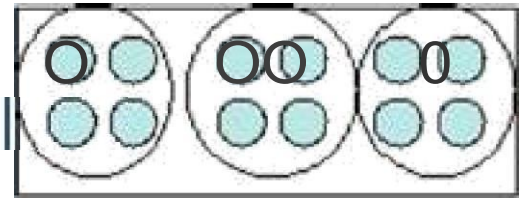
Short Division

Tens Units

3



Use place value counters to divide using the bus stop method alongside



42 ÷ 3=

Eur:oo4age them tonuzxe ton'zazls cozaztézg

3

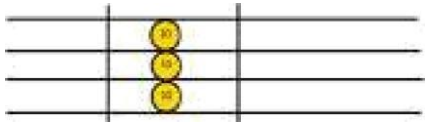
4 8 7 2

Moue zxtto dñ't•gruis with a remafitzier.

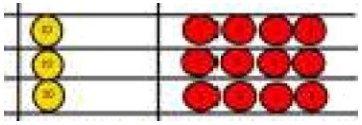
8 6 r 2

5 4

sharing4Dimo zhreegrotgzs. wecan putt tenIneach grozgz andwehave z tenleftizver.



We exchange this ten for ten ones and then share the ones equally among the groups.



fly rzuweñzto decimalplc to divida the

1 4 6

3 5 1

0 s 6 3 « 5

8 3 0

Long Division

Step 1—a remainder in the ones

```
    h  t  o
       0  4  1 R1
    ----------
4 ) 1  6  5
```

4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160).

4 goes into 16 four times.

4 goes into 5 once, leaving a remainder of 1.

```
     th h  t  o
        0  4  0  0 R7
     -------------
8 )  3  2  0  7
```

8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200).

8 goes into 32 four times (3,200 ÷ 8 = 400)
8 goes into 0 zero times (tens).
8 goes into 7 zero times, and leaves a remainder of 7.

Y6

DIVISION ÷

Long Division

Step 1 continued...

```
      h  t  o
         0  6  1
      ------------
4 ) 2  4  7
      - 4
      ------
         3
```

When dividing the ones, 4 goes into 7 one time. Multiply 1 × 4 = 4, write that four under the 7, and subract. This finds us the remainder of 3.

Check: 4 × 61 + 3 = 247

```
      th  h  t  o
          0  4  0  2
      ---------------
4 ) 1  6  0  9
      - 8
      ------
         1
```

When dividing the ones, 4 goes into 9 two times. Multiply 2 × 4 = 8, write that eight under the 9, and subract. This finds us the remainder of 1.

Check: 4 × 402 + 1 = 1,609

Y6

DIVISION ÷

Long Division

Step 2—a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 2)5 8	t o 2 2)5 8 - 4 1	t o 2 9 2)5 8 - 4 ↓ 1 8
Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens -- but there is a remainder!	To find it, multiply 2 × 2 = 4, write that 4 under the five, and subtract to find the remainder of 1 ten.	Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 9 2)5 8 - 4 1 8	t o 2 9 2)5 8 - 4 1 8 - 1 8 0	t o 2 9 2)5 8 - 4 1 8 - 1 8 0
Divide 2 into 18. Place 9 into the quotient.	Multiply 9 × 2 = 18, write that 18 under the 18, and subtract.	The division is over since there are no more digits in the dividend. The quotient is 29.

Y6

DIVISION ÷

Long Division

Step 2—a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 2)5 8	t o 2 2)5 8 - 4 1	t o 2 9 2)5 8 - 4 ↓ 1 8
Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens -- but there is a remainder!	To find it, multiply 2 × 2 = 4, write that 4 under the five, and subtract to find the remainder of 1 ten.	Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 9 2)5 8 - 4 1 8	t o 2 9 2)5 8 - 4 1 8 - 1 8 0	t o 2 9 2)5 8 - 4 1 8 - 1 8 0
Divide 2 into 18. Place 9 into the quotient.	Multiply 9 × 2 = 18, write that 18 under the 18, and subtract.	The division is over since there are no more digits in the dividend. The quotient is 29.

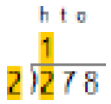
Y6

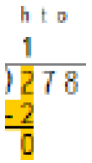
DIVISION

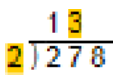
÷

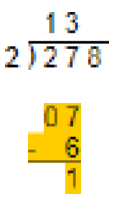
Long Division

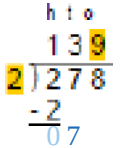
Y6

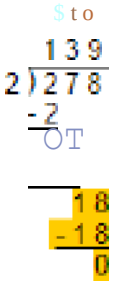


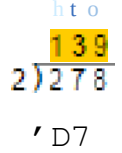












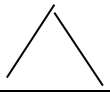
Divide 2 into 18. Place 9 into the quotient.

Multiply 9 × 2 = 18, write that 18 under the 18, and subtract to find the remainder of zero.

There are no more digits to drop down. The quotient is 139.

PROOF READING AND EDITING YOUR WORK

KEY STAGE 2

SYMBOL	MEANING
sp *written in margin and word underlined*	Spelling *Pupils are expected to correct using a dictionary*
	Change word/s, find better one/s **Pupils are expected to use a Thesaurus**
	Insert word or phrase
C	Capital letter missing or in the wrong place
[	New paragraph
T	Tense error to check
?	Doesn't make sense *Pupils will be expected to re-write below piece of work*
P	Punctuation required

KEY STAGE 1

SYMBOL	MEANING
sp *written in margin and word underlined*	Spelling *Pupils are expected to correct using a dictionary*
	Change word/s, find better one/s **Pupils are expected to use a Thesaurus**
	Insert word or phrase
C	Capital letter missing or in the wrong place
?	Doesn't make sense *Pupils will be expected to re-write below piece of work*
P	Punctuation required

FREELAND CE PRIMARY SCHOOL

Expectations for every class teacher at Freeland Primary School – September 2019

Reading:

- Every child heard reading at least once a week by the class teacher, recorded in the mark book and the child's reading record signed in Year FS – 3/4
- Phonics five days a week in KS1
- Spelling **taught** at least 3 x a week (using Spelling Tracker for KS2 – use Clued spellings for statutory year group words)
- Whole class guided reading on a daily basis – children record in Reading Journals
- Daily story time
- Tidy and welcoming reading area with range of texts

Writing:

- Extended writing opportunity each week (talk, plan, write)
- Vocabulary displayed on all working walls
- English working wall linked to current focus
- English taught for 5 hours per week
- Handwriting **taught** 3 x weekly in KS1 – 2 x weekly in KS2
- All staff must model continuous cursive handwriting at all times

Maths:

- Maths taught 5 times per week
- Working walls showing key vocabulary and current concepts being taught
- Pupils supported by available equipment and methods displayed
- 100 squares, times tables grids, number lines to be available for all children
- X tables taught daily from Year 2 with focus on all tables learned by end of Year 4
- Calculation policy used
- Daily opportunities for reasoning, where possible, including as part of challenge activities for all children

Planning:

- Year Group long term plans to be followed and highlighted/annotated once completed
- Planning should enable books to show:
  - Learning objective
  - Differentiation and challenge
- Teacher must plan for TA support and communicate expectations
- Should take into account most up-to-date PiXL QLA

Everyday:

- Everyday expectations and class rules displayed in class and followed
- We encourage all children to become independent learners by:
  - Being involved in strategies using a non-hands-up approach
  - Children following 4Rs and 5Bs
  - Selecting own resources e.g help-desk

- Checking pupils learning throughout the lesson
- Choices and consequences on display in every classroom
- House point reward system used throughout school
- Worry box displayed in classrooms and checked

Marking:

- As written in the curriculum policy.

Website:

- Class pages updated at least twice per term

Homework:

- Spellings, Reading and Times Tables given as homework (spelling to be recorded in small yellow books)
- Opportunities given for children to feedback on extra homework activities.
- No homework given in holidays

Spiritual

- Daily collective worship
- Daily prayer at lunchtime
- Consider opportunities for awe and wonder

Housekeeping

- Classroom and cloakroom lights to be turned off when not in use
- Rooms to be kept tidy (Desks and surface areas as clear as possible)
- Surfaces cleared for deep clean every half term
- Ensure that resources are always high quality e.g. sharpened pencils
- At the end of every lesson time should be allocated to ensure that the classroom is left tidy ready for the next lesson to maintain high expectations
- At the end of each day children should leave the cloakroom tidy
- On a Friday children are responsible for taking all of their belongings home and therefore leave the cloakroom clear
- All belongings to be removed from the field and playground after every break

FREELAND CE PRIMARY SCHOOL

A "must" for every class teacher at Freeland Primary School – September 2019

Teaching

- Best presentation expected every time
- Handwriting is taught at least twice a week
- Maths reasoning activity to form part of most maths lessons
- L.O decontextualized
- I cans differentiated and opportunity for child to move themselves on
- Opportunities for challenge activities
- Self-assessing (smiley faces) own work linked to learning objective at least at the end of lessons

Marking

- Extended writing marked and 'next steps' given every week
- Marking in depth at least twice a week
- Moving on comments well matched – focus on consolidation or extension
- Child gives well considered response to moving on comments
- Child comments acknowledged (initialled)

FREELAND CE PRIMARY SCHOOL

How I will show I'm a good learner in KS2

Teaching

- I will show best presentation in every lesson
- I will cross out mistakes with a ruler and pencil
- I will use a fountain pen in KS2 in all writing and pencil for maths
- I will use continuous cursive handwriting at all times
- I will use a ruler for all lines drawn
- I will underline the date and title with a ruler and pencil
- I will excel by choosing challenging I can statements
- I will self-assess (smiley faces) my own work
- I will be organised and ready for learning

Marking

- I will read what my teacher has written in my book
- I will value my teacher's comments and respond fully to show my understanding
- I will give constructive comments when I peer assess to help my partners learning

How I will show I'm a good learner in KS1

Teaching

- I will show best presentation in every lesson
- I will join my writing using continuous cursive
- I will cross out mistakes with a ruler and pencil
- I will use a ruler for all lines drawn
- I will underline the date and title with a ruler and pencil
- I will do my best in every lesson
- I will self-assess (smiley faces) my own work

Marking

- I will read my teacher's comments
- I will respond to my teacher's comments
- I will help my friends learn

FREELAND CE PRIMARY SCHOOL

HOW IS MATHS TAUGHT?

Maths must be taught daily

Maths lessons should include:

- 5 / 10 minutes of arithmetic/times table practice at beginning or end of session
- Differentiation by blooms using higher order thinking
- Open ended challenge for all children to access at the end of session
- Reasoning and fluency should be part of every maths lesson
- Reasoning problems available for all children at least 3x a week
- Calculation policy should be used to model good practice for children

Maths planning

- Make use of the small steps planning to aid progression and next steps (on the drive under Maths Musts)
- Make use of the White Rose Hub resources for fluency and reasoning
- Make use calculation policy to show progression in calculation (on the drive under Key documents)

Times tables

- Times tables are to be taught daily (see how to teach on drive under times tables):
- FS and KS1 - to count daily in 2, 5 and 10's
- Year 2 - Explicitly practise the 2x table, 5x table and 10x table
- Year 3 - Continue to practise 2x, 5x, 10x and learn 3x, 4x, 6x, 8x
- Year 4 - All times tables to be mastered in time for MTC
- Year 5/6 - Continue to practice all daily
- Times table practise to be given homework weekly on PiXL app - Weekly test for 5 minutes in back of book.
- Year 4 ,from February onward, to do weekly practise of The Check on PiXL app and score noted in Teacher's score book.

Maths books

- High expectation of presentation in maths - children should have one number per square
- Tables, shapes, lines and graphs must be drawn using a ruler
- Mistakes are crossed out with a single pencil line and ruler - avoid rubbing out if possible
- Writing is neat and on the lines
- Correct spellings of Mathematical terminology
- Marking is either used to correct misconceptions or to extend a child's knowledge or thinking

Working Wall

- Everything on the working wall should be large enough for the children to see and refer to.
- Presentation guidelines in classroom so children are aware of expectations
- Relevant vocabulary and methodology for the current topic - can be flip chart paper with explanation or printed resources
- Resources need to be in clearly labelled drawers and easily accessible for all children
- Maths topic words available for spelling
- Reasoning sentence starters to aid children's explanation
- Reasoning word mat to aid children's explanation
- Calculation helpers on the table to aid children if they get stuck
- Good examples of work or presentation

FREELAND CE PRIMARY SCHOOL

HOW IS ENGLISH TAUGHT?

English must be taught daily.

Writing - weekly

- At least one piece of extended writing a week.
- A different writing genre should be taught/written every 1-2 weeks (see writing genre checklist). As some genres may take longer than 1 week to introduce, teach and complete, a **minimum** of 3 different genres should be covered per half term.
- At least one lesson looking at the features of the writing genre.
- Spend part of a lesson **live** modelling an example of the writing genre explaining the thought process out loud.
- A SPaG lesson/part of a lesson teaching or recapping a SPaG feature that is used in the specific genre e.g. relative pronouns.
- A lesson spent planning the writing.
- A lesson spent writing independently. A success criteria of the relevant features is useful for the children to refer to in their writing.
- Children should self and peer assess their work once the extended writing is completed.

Reading

- Whole class guided reading should take place a **minimum** of 3 times a week.
- VIPERS questions should be used to deepen the understanding of the text and improve reading comprehension. They should be alternated so children are getting access to all. Children answer questions in reading journals.
  VIPERS include: vocabulary, infer, predict, explain, retrieve and summarise.
- In KS1 and KS2 the class teacher should hear each child read at least once a week and this should be recorded in a mark book. In FS – Year 3/4, the child's reading record should also be signed.
- Phonics should be taught every day in Foundation Stage and KS1.

Spelling

- Spelling should be taught at least 3 times a week (Spelling Tracker for KS2).
- Children should be given 10 spellings (relating to a specific spellingtracker rule in KS2) every Friday, except in the last week of term.
- Spellings should be tested each week and marks recorded in teacher's mark book.

Handwriting

- Handwriting should be taught 3 times a week in KS1 and 2 times a week in KS2.
  This should include modelling and then checking each child's work as they practise to prevent learnt mistakes with letter formation or joining.
- All staff must model continuous cursive handwriting at all times
-

Working Wall

- Everything on the working wall should be large enough for the children to see and refer to.
- Relevant vocabulary for the current topic, text or writing genre.
- Features of current writing genre.
- That week's spelling rule and examples.
- Relevant SPaG definitions and examples.
- Brilliant examples of children's work or shared writing.

Freeland CE Primary School

HANDWRITING POLICY 2019

Teaching handwriting is a priority.
Children need to learn to write cursively with efficiency and speed, without having to think hard about **how** to formulate letters and join their writing by the time they go to secondary school.

By the age of 8, most children have adopted a pencil grip, formed a style and developed habits which are hard to change. It is essential that they have been taught the correct habits by this stage. It is in the Early Years Foundation Stage and Key Stage 1 that these should be taught: teachers in this part of the school should regularly check that children are learning the right habits from the start, such as holding a pencil correctly.

What is cursive handwriting?
The main features are:

- Each letter starts on the line
- Pupils keep the pen or pencil on the paper giving a very fluent style
- Pupils eventually develop the ability to produce letters without thinking
- The automatic style releases the brain to concentrate on other ideas, for example spelling, grammar, style, content and syntax.

What are the benefits of continuous cursive handwriting?

- it is beneficial to all pupils, including those with dyslexia, as the continuous motor movement means they do not have to think about the order of the letters.
- as each letter begins at the same point on the line there is less opportunity for pupils to reverse letters.
- the motor memory in a pupil's hands and fingers help him/her to learn new spellings as each word is made up of one movement.
- natural spaces occur between words automatically.
- fluency established by early use of joined up letters helps pupils express ideas in written form more easily.
- improvements in spelling as the hand motions required to form the words encourage muscle memory. at the same time the natural flow helps the process become automatic.

Methodology

- an active multi-sensory approach should be used at all stages.
- handwriting is a skill which needs to be taught explicitly. since handwriting is essentially a movement skill, correct modelling of the style is very important.
- a mixture of whole class, small group and individual teaching is needed for all children to achieve.

Writing Position

Maintaining a good writing position is an important component to correct letter size, formation and spacing.

TOP TIPS

1. Sit comfortably with good posture.
2. Lean forward slightly.
3. Feet should be flat on the floor.
4. Both arms should be resting on the table while you work.
5. Use a correct pencil grip.
6. Be certain that your grip is not too tight or too loose.
7. If you are a right handed writer, position the paper so that the top is slanting to the left.

8. If you are left handed writer, position the paper so that the top is slanting to your right.

OTHER FUNDAMENTAL ISSUES WHICH MUST BE TAUGHT TO CHILDREN

- Pencil must be sharp before you use it.
- Pencils less than 8 cm long should be discarded.
- All four chair legs must be on the ground – children should not be rocking.
- When writing books should be fully open, not folded over. Children should be sitting in such a way that their books are not overlapping another child's book when they are writing.
- A clutter free table is required with adequate space for a number of children to write.

A FEW TECHNICAL TERMS TO TEACH CHILDREN

- The word **cursive** means joined.
- The correct name for the joining bits between letters is **ligatures**.
- The technical name for a tail is a **flourish.**
- The technical word for handwriting is **calligraphy.**
- The letters b, d, h, k, and l are called **ascenders**. The top of the letter should reach very close to the top of the line (it shouldn't touch!). The letter **t is not an ascender.**
- **t** is an unusual letter – a three quarters letter, rather than an ascender
- The letters g, j, p, q and y are called **descenders**. The flourish (the tail) of these letters goes below the line.

KEY POINTS ABOUT JOINING LETTERS

- All small letters start and finish at the bottom
- Capital letters should not be joined with the rest of the word.
- Letters that end at the top join horizontally: o r v w x
- Letters that end at the bottom join diagonally: a c d e h i k l m n u t
- The letters g. j, f and y are to be looped.
- Capital letters should not be huge. They should be no higher than ascenders.
- All letters should have a lead in stroke.

TEACHING METHODOLOGY & TIME EACH WEEK

Research shows that children make most progress when they have short, focused handwriting sessions.

In the Early Years Foundation Stage, staff should focus closely upon the formation of correct habits. They should closely observe what children do with a writing implement and teach children the correct conventions to follow.

- In the foundation class frequent opportunities are needed for child initiated writing. These should be established within a rich and stimulating play based learning environment. Alongside this there should be short, focused, whole class handwriting sessions. By the end of the year joined handwriting should be modelled.

- In Year 1, three 15 minute handwriting sessions are needed each week.

- In Years 2 to 6, two 15 minute handwriting sessions are needed each week. It may also be useful to create other opportunities for the children if and when appropriate. One specific issue should be concentrated on in each session. Looking at more than one issue is potentially confusing to the children.

- Children will use a handwriting book for handwriting lessons **but** transfer of skills should be expected. If desired handwriting (4 lined) line guides are to be used.

- Children from Year 3 should use a fountain pen at all times for writing.

- When teacher is teaching handwriting modelling should be done using 4 lines as in handwriting book.

Other Guidance

Displaying words - All notices, displays, titles and signs in the classroom and around the school should be in joined script if they are hand written. The more examples of cursive script there are around the school environment – including word joined word processing – the greater the assistance pupils receive to appreciate this writing convention.

Marking - When they are writing comments in a children's book, teachers should always write in cursive that the children can read. It is crucially important that children can read their teacher's handwriting: if it isn't legible to the child, what kind of message is being communicated?

Modelling - The teaching of handwriting is essentially a non-creative activity which involves training, tracing, copying and practising (remind the children: *practise makes perfect!*). It is essential that children watch their teacher demonstrating how to formulate and join letters. Having done so they should try to emulate the teacher's model.

Self/peer-assessment - Children should then be taught to compare their results very critically with what the teacher has written. Older children can also be taught to peer assess. Alongside this teachers should continually find and display (on IWB slides; under a visualizer; by passing a pupil's workbook around) the very best examples produced by children.

Teaching Handwriting (15 minutes)

- Begin the session with a short warm up (1-3 minutes) see examples attached.
- Then using 4 drawn lines on the whiteboard or using IWB model to the children how letters should be formed and joined using guidelines set out below.
- Give children time to practice the letters and joins – reminding them of posture and positioning.
- Teacher to 'live mark' books during the lesson modelling/correcting in books.
- Children to self or peer assess.

Formation of letters should be taught in the following order:

Group 1: Straight line continuous cursives i, l, t, z
Group 2: Forming curves starting continuous letters c, a, d, g, o ,q, As above more complex e s,
Group 3: Forming tunnel continuous cursive letters b,h,m,n, p, u Information from teachhandwriting.co.uk
Group 4: Forming top exit continuous cursive letters r,v,w,x
Group 5: Forming hooks lines and loops f,j,k,y

First joins: Continuous cursive bottom letter joins ai, but, ch, ck, er, sh, th, ip, ig
Second joins: Continuous cursive bottom to 'c' shaped letter joins as,ea,ed, ing, sat,ss
Continuous cursive bottom 'e' letter joins be,her,ie,men,se
Third joins: Continuous cursive top e letter joins ere, oe, re,ure, ve, we
Fourth joins: Continuous cursive top letter joins oa, oh, oi, on, oo, or, ou, ov, ow, oy, wh
Capital letters never join lower case letters.

Progression Across The School

In Foundation Stage we begin by:

Developing good gross and fine motor control including how to hold a pencil correctly.
Pattern formation (spirals, zigzags, waves)
Introducing a language to talk about shape and movements
Introducing the letter families, teaching the children how to correctly form the letters:
We begin with letters being written separately (not joined up yet) e.g. cat, dog, pin

Long ladder family: i, j, l, t, u , v, w	One armed robot family: b, h, k, m, n, p, r numbers: 2, 3, 5	Curly Caterpillar family: c, a, d, e, g, o, q, f, s numbers: 0, 6, 8, 9	zigzag family: v, w, x, z numbers: 1, 4, 7

In Year 1 we begin by:

Revising the letter families taught in Foundation Stage
Continuing to develop good gross and fine motor control
Once the child's letter formation is accurate and the teacher assesses the child as being ready, joins are then introduced (joining two letters together using vertical and horizontal joins):in, am, ab, ch, oa, wo, wh, ob

In Year 2 we begin by:

Consolidating the letter families taught in previous years
Teaching horizontal and vertical joins:

First join; un um ig id ed eg an or in gung	Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk	Third join; od pg re ve oon oom	Fourth join; wl vl of ff fl flo

In Year 3 we begin by:

Consolidating joins taught in Year 2
Teaching main letter joins: in, ine, ut, ute, ve, vi, ok, oh, you, oi
Joining to and from letters:

s: sh, as, es	r: ri, ru, ry, er, ir, ur	a: oa, ad, as, ai (with ascender eg h/descenders eg y): ha, ta, fa, al, ay, ag	e: ee, ea, ed, (practicing horizontal join toe): re, oe, fe	o: ow, ov, os, (with ascenders eg l /descenders eg g): ot, ol, ok, og, od	y: ky, hy, ly	u: fu, wu, vu (practicing horizontal join to u)

In Year 4 we begin by:

Revising joins taught in Year 3
Teaching joins:

Main letter joins: ning, ping, ting, cod, ake, ome, are, fla, flo, fle, who, wha, whe, inly, ick, uck, ack, fte, fir, fin	Silent letters:wra, wri, kni	Double letters: tt, ll, oo, pp, ss	Spacing: ew, ev, ex	Proportions: th, ht, fl	Punctuation: ! ? ” ( ) £

In Years 5 and 6 we begin by:

Revising prior learning from Years 3 and 4
Recap harder letters and words :l, y, g, q, b, p, k, v, s, r, f, z, x, yell, eye, jaw, jay, gag, going, quay, queen, kept, vans, rest, fox, zoo, oxen, fuzzy
Children to work on dictation materials with a focus on speed and accuracy.

Where possible, teachers should try to tie in spelling patterns with some handwriting practice each week.

Freeland CE Primary School

Medium Term Plan

Year Group: **Date:**

Weeks	English			Maths	Science	Computing	Art/DT	Geography	History	MfL	PE	RE	PSHE
	Spelling	Text Type	Extended writing										
1													
2													
3													
4													
5													

Year 2

'Best of British'

English
Focus text:

Maths

Science

Art/DT

ICT

French

PSHCE

Geography/History

RE

PE

Music

FREELAND PRIMARY SCHOOL

Date: ……. Year Group:…….

	Teacher input and organisation	Differentiated learning		GW	TA input	Plenary
ENGLISH		LA				
		AV				
		MA				
	Teacher input and organisation	**Differentiated activities**		**GW**	**TA input**	**Plenary**
MATHS		LA				
		AV				
		MA				
	Teacher input and organisation	**Differentiated activities**		**GW**	**TA input**	**Plenary**
TOPIC		LA				
		AV				
		MA				
	Teacher input and organisation	**Differentiated activities**		**GW**	**TA input**	**Plenary**
ICT		LA				
		AV				
		MA				

Freeland CE Primary School

KCV Mat for Romans — Golden Eagles

High frequency Vocabulary

Resist	Military	Britain
Conquer	Rebellion	Europe
Compare	Describe	Evaluate
explain	Temple	

Key Events		Detail
First invasion of Britain	55BC	Led by Julius Caesar but failed
Claudius invades Britain	43AD	Claudius leads the first successful invasion
Rebellion against Romans	60AD	Tribes lead by Boudicca attach Roman forces
Romans leave Britain	410AD	Romans leave Britain and return to Italy

753 BC Rome is founded by Romulus

27 BC Augustus becomes the first Roman Emperor

50 AD London is founded

122 AD Hadrians Wall built

410 AD Last Romans leave Britain

55 BC Julius Caesar attempts first invasion of Britain

43 AD Roman invasion of Britain

60 AD Boudicca rebels

BO AD Colosseum is built in Rome

312 AD Christianity becomes official religion of Roman empire

Subject Specific Vocabulary	
Latin	The language spoken and written by the Romans
Roman Numerals	The Roman system for counting based on symbols
Barbarian	A person who lived outside the Roman Empire, seen by Romans as violent and uncivilized
Villa	A large house, often in the country. Some were farmhouses, and some were more like palaces
Aqueduct	A system of pipes and channels used to bring water into towns
Centurion	An officer commanding about 80 legionaries
Invasion	Forcefully taking over another country
Legion	The main battle unit of the Roman Army
Mosaic	A pattern made by using coloured pieces of stone and pottery
Celt	People who lived in Europe, and in Britain, who fought the Romans
Hypocaust	Roman central heating. Hot air from a furnace flowed through gaps between walls and flooring

Key Concept Questions
Why was Rome so powerful?
Why did the Romans want to invade Britain?
What buildings and events did the Romans introduce to Britain?
How significant were the Romans for Britain?
Why did the Roman Empire fall?

FREELAND PRIMARY SCHOOL
(January 2016)

Age attainment and progress

The Eynsham Partnership Academy (EPA) is focused on ensuring children achieve or exceed standards expected for their age. Children within EPA schools are largely expected to work on the standards expected for their age, indicated by bands within Target Tracker. The expectation is that children will progress well from their different starting points.

Children that have achieved the standards expected for their age will be provided with work that enables them to deepen and broaden their knowledge, understanding and skills. Their progress will be evidenced by achieving 'Mastery' across the range of curriculum statements (as indicated by Gold highlighting within Target Tracker). However it may be appropriate for children to be given tasks that allow them to work within a higher band of standards. There may also be some children who are not yet achieving age related expectations (ARE) whose needs will need to be met through robust interventions/support.

Attainment

The expectation for attainment is that pupils will be working at above national age related expectation (ARE) and broadly in line with local and regional contexts. The expectation for attainment is that:

- 75 - 80% of pupils will be at ARE (Within/Within +) and
- 20 - 25% will be above ARE (Secure/Secure+) at the end of each academic year

Achievement and Progress

EPA schools work within a tandem system of progress. This system is developing an 'ongoing' tracking of progress collated within Target Tracker. Summative judgements are collected at three assessment points during the year. The system is also developing yearly and key stage summative measures which will allow progress to be aligned with the statutory assessment scaled score measures. Both approaches provide indicators that children are achieving expected progress and allow a range of evidence to enrich pupil progress discussions.

Within year / ongoing progress

(terms within this section refer to progress descriptors within Target Tracker)

- To make 'Expected progress' pupils need to make 6 'steps' of progress within a year.
- To make 'Better than expected progress' pupils need to make more than 6 'steps' of progress within a year.

Most able pupils are identified as pupils who are working at anything more than the expectation for the time of year.

Yearly / Key Stage progress

EPA schools are developing their own tools in order to 'evidence base' their judgements. Some schools are adopting standardised tests to give age standardised scores in reading and maths to be calculated. These will provide key stage progress to be tracked to ensure children keep on track to achieve predicted statutory test results. Ongoing analysis and reporting of predictions (provide by FFT Aspire and Raise) is part of pupil progress discussions and school wide analysis is within SEF / SDP documents.

Age Related Expectation EYFS, KS1 and KS2

Eynsham Partnership Academy

EYFS

	Below ARE	ARE	Above ARE
Baseline (Development Matters)	Below 30-50a	30-50 a and 40-60c (summer born)	40-60b <
Baseline Target Tracker	Below 30-50 s	30–50s/ 40–60b	40–60b+ <
End of EYFS (statutory information)	Emerging	Expected	Exceeding
End of EYFS Target Tracker	< 40–60w	40-60w+ / 40-60s	40-60s+ <

EYFS Progress: Expected / Better than Expected Ranges

	Expected	Better than expected
Baseline to AP1	0.8 – 1	1.1 <
Baseline to AP2	2.3 – 2.5	2.6<
Baseline to AP3	3.8 - 4	4.1 <

These ranges are provided for analysis and interpretation of cohort and group mean data (recognising that TT does not provide fractional points progress)

Transition from EYFS Tracker to Primary Tracker

Use EYFS Step Points not descriptors to transfer from end of FS (Summer 2) to define baseline for Yr1

KS1 and KS2

	Below ARE	ARE	Above ARE
Autumn 1 *	< w+	s / s+ / b	b+ <
Autumn 2	< s	s+ / b / b+	w <
Spring 1	< s+	b / b+ / w	w+ <
Spring 2	< b	b+ / w / w+	s <
Summer 1	< b+	w / w+ / s	s+ <
Summer 2	< w	w+ / s	s+ <

* See Year 1 Autumn 1 differences

KS1 and KS2 Progress: Expected / Better than Expected Ranges

	Expected	Better than expected
Baseline to AP1	1.8 – 2	2.1 <
Baseline to AP2	3.8 – 4	4.1 <
Baseline to AP3	5.8 - 6	6.1 <

These ranges are provided for analysis and interpretation of cohort and group mean data (recognising that TT does not provide fractional points progress)