



Altmore & Lathom Schools Federation

Attendance Policy

Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all Learning and Teaching across our Federation, i.e. Altmore Infants and Lathom Junior Schools

What is Learning and Teaching?

Quality of Learning

Where learning is **good**, **most pupils** respond readily to the **challenge** of the tasks set, show a willingness to concentrate on them, and make good progress. They adjust well to the demands of working in different contexts, selecting appropriate methods and organising effectively the resources they need. Work is sustained with a sense of commitment and enjoyment. Pupils are **sufficiently confident** and alert to raise questions and to persevere with their work when answers are not readily available. They are provided with the **skills** to evaluate their own work and come to realistic judgements about it. Where appropriate, **pupils readily support one another** as part of the learning process.

Quality of Teaching

Where teaching is good, **pupils acquire knowledge, skills and understanding** progressively. The lessons **have clear aims and purposes**, and are driven by specific objectives and success criteria. They **cater appropriately** for the learning of pupils with differing abilities and interests, and ensure the full participation of all. The teaching methods suit the topic or subject as well as the pupils; the conduct of the lessons signals high expectations of all pupils and sets high but attainable challenges. There is **regular feedback** against success criteria which helps pupils to make progress, both through thoughtful marking and discussions of work with pupils. **Relationships are positive and promote pupils' motivation**. National Curriculum Attainment Targets and End of Year expectations are taken into account. Where appropriate, homework which extends or complements the work done in lessons is set regularly.

Features of Effective Schools

1. Professional leadership

The Head Teacher is the professional leader of the school. He or she is purposeful, fully involved in what goes on in the classroom, and helps make sure that staff have the opportunities to show leadership and to take part in making decisions.

2. Shared vision and goals

Staff work together with a common sense of purpose and clear targets

3. A learning environment

The school provides a climate in which pupils are able and willing to learn. The atmosphere is orderly and purposeful; the working environment is attractive, and pupils can use relevant classroom displays to support and extend their learning.

4. Concentration on Learning and Teaching

The school's activities have one central purpose – helping pupils to learn and to achieve.

5. Explicit high expectations

The school has high expectations of what pupils can achieve. These are communicated clearly too all pupils, and lessons are intellectually challenging.

6. Positive reinforcement

Discipline is clear and fair. Staff make sure that pupils know how they are doing, and take particular care to praise them for good work.

7. Monitoring progress

Staff systematically monitor and evaluate the achievements of pupils, and of the school as a whole. The Deputy Head teacher with the responsibility for Assessment along with Heads of School on each site and Year Group leaders meet half termly with the teacher to discuss progress in subjects as well as attainment across the whole school.

Monitoring of both books and planning is also carried out in order to help support teachers further, any recommended action/needs for development are delivered through Staff INSET which takes place on weekly basis.

8. Children's rights and responsibilities

The school promotes children's self-esteem. It encourages them to take responsibility, particularly for their own work and the development of self-assessment and peer assessment has greatly assisted here.

What We Believe - Our Vision

The Federation believes that all our children deserve the best education we can give them. We work hard to create a successful learning culture, which will enable pupils to become informed, confident, enthusiastic, inspired and independent learners for life.

We have developed an ethos where we continually try to spark children's interest; their quality of learning is central to the school's work and purpose. All children are encouraged to achieve their full potential and celebrate their achievement.

- To enable the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a safe, supportive and caring environment
- To provide a broad and balanced curriculum which is differentiated to match teaching to pupils' needs
- To promote a wide range of creative experiences which enable children to make full use of their imagination to gain a sense of the possibilities that creative engagement with the world can bring
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others
- To recognise and respect individual religious and cultural values and to celebrate the rich diversity within our multi-faith community
- To promote positive attitudes, good behaviour and moral understanding, and to establish a sense of pride and achievement in being part of our school community
- To nurture a sense of caring for others and to distinguish between right and wrong, and to be aware of the consequences of any action
- To encourage children to make positive choices about their own physical well being
- To work in full partnership with parents
- To ensure equal opportunities are addressed throughout all aspects of the school day
- To create opportunities where children can develop a sense of awe and wonder

Aims of a Learning and Teaching Policy

To support the aims of the school through:

- Providing a secure, stimulating environment where all pupils are challenged to meet their full potential
- Providing a broad and balanced curriculum which is differentiated accordingly to meet the needs of all pupils
- Addressing issues of entitlement whereby equality of opportunity is made available to all children
- Promoting a positive self image where children are encouraged towards a sense of responsibility for themselves and others
- Providing skills of self-reflection which in turn encourages children to become confident, independent learners

At Altmore and Lathom Schools Federation we believe that effective learning takes place when:

- Pupils feel valued as individuals and are actively involved in the learning process
- Children are made aware of what is being learnt and how it will impact the future and the wider development of skills
- Classroom relationships are built on mutual tolerance and respect
- Pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement
- There is a common awareness that high standards of self discipline and order are expected
- The environment in which pupils and teachers are working is stimulating and comfortable
- Lessons are well prepared, with tasks and resources appropriate to pupils' learning needs

We therefore aim to ensure that:

- Lessons are prepared, structured and paced to make effective use of the time available
- Pupils are made aware of lesson objectives and success criteria and the start of lessons- we use **Blooms Taxonomy** (see Appendix 1) to identify the skills we are teaching in a lesson.
- Pupils have a clear and common understanding of the high expectations their teachers hold of them and of the targets towards which they are working
- The teaching styles, resources and tasks pupils encounter are varied and challenging, offering opportunities for achievement by pupils across the ability range, irrespective of social class, race or gender
- Having a positive attitude to change and the development of their own expertise
- Establishing links with the local community to prepare pupils for the opportunities, responsibilities and experiences of adult life
- Working collaboratively with a shared educational philosophy and commonality of practice

Pupils work towards the school's aim by:

- Attending school regularly, being punctual and ready to begin lessons on time
- Being organised – bringing the necessary equipment or kit for lessons as requested by staff, taking letters home promptly, returning reading books regularly
- Conducting themselves in an orderly manner both inside and outside school, in line with the school's values
- Taking growing responsibility for their own learning

Parents work towards the school's aim by:

- Ensuring that children attend school regularly and punctually
- Ensuring that children bring appropriate equipment to school, e.g. reading book bags and PE kit
- Providing support for discipline within the school
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which may affect a child's happiness, progress or behaviour
- Communicating promptly with the school, returning forms, letters etc.
- Supporting children with reading and other school related activities
- Giving due importance to homework
- Allowing children to take increasing responsibility as they progress throughout the school
- Participating in the development of school policy

To enhance effective partnerships the school will explain to parents:

- What the children learn
- How the children learn
- Why the children learn these particular subjects
- What the children achieve

The school will do this by:

- Having educational evenings in school to explain particular curriculum areas
- Inviting parents to visit classrooms and class sharing assemblies to see the children at work
- Talking to individual parents and encouraging the children to explain to their families what they do at school
- Showing parents the work that the children have done in assemblies, at the Meetings of the Governors and at open evenings.

The school will support the parents in helping their children to learn at home

The school will do this by:

- Encouraging children to take books home to share with parents
- Having a Homework Policy for the school
- Being available to talk to parents at the start and end of the day
- Ensuring there is a visible presence of Leadership at the start and end of the school day.
- Talking to individual parents at parents' meetings about how they can help their children at home
- Putting on workshops and activity weeks to explain the work the children do and how parents can help e.g. book fairs and book weeks to encourage reading

The School will get to know the families better

The school will do this by:

- Inviting new parents to meet and talk to the Head Teacher and staff
- Using our link with the Children Centre to target families as early as possible and then support these families by offering provision in our 2 Yr. Old provision.
- Having meetings of new parents and children with the staff at the beginning of each school year in order to know each other better
- Arranging social events like our annual Carnival at Altmore and our Enterprise Fair at Lathom, both these key events in our school calendar promote a wonderful sense of community cohesion.

The school will make everyone feel as welcome as possible

The school will do this by:

- Making the entrances to the school look friendly and inviting with welcome notices in different languages
- Having displays of everyday objects from other cultures
- Having photographs at the main entrance showing everyone who works in the school so that parents and visitors can see who everyone is and what they do.
- Producing regular newsletters to keep everyone informed about the school
- Having a member of staff in the playground before and after school who is there to talk to the parents and children as they arrive and leave each day
- Encourage parents to come into the classrooms and get involved in all the activities.

Our core business and the people who make our school great!

Across our Federation we employ only the best practitioners to deliver outstanding learning and teaching every day. We believe that a good teacher:

- Is organised for all aspects of their role
- Has clear learning intentions and outcomes, and (an awareness of) success criteria
- Sets clear targets and is able to provide positive reinforcement
- Is committed to improvement and raising standards of achievement
- Is open to new ideas and suggestions
- Is able to work as part of a team
- Is sympathetic and responsive to the needs and aspirations of all children, families and the community
- Is able to communicate clearly and in a variety of ways
- Recognises, supports and contributes to the school ethos
- Makes learning enjoyable
- Demands a high quality of work from all pupils
- Encourages independence
- Has appropriate and high expectations of pupils
- Is willing to listen to constructive criticism and learn from others
- Is well prepared for lessons
- Is adaptable and flexible
- Takes note of and adheres to whole school procedures
- Establishes clear, consistent and realistic standards of behaviour
- Listens to children

- Employs a variety of teaching methods
- Values children's work and opinions
- Is consistent and fair with children
- Is supportive, co-operative and fair with colleagues
- Is calm and patient
- Is enthusiastic and can motivate pupils
- Is a reflective practitioner
- Assesses and evaluates pupils' work against clear/ explicit success criteria.

We believe that our children learn best when:

- There is a clear focus to the work
- They understand what is expected of them
- The work meets the needs and ability of the child
- They are interested, happy, comfortable and challenged
- Clear examples of expected standards are given e.g. reminders displayed around the room
- They are praised
- The teacher is enthusiastic
- Their behaviour is relevant
- They have been taught the necessary skills
- They are aware of the relevance of the learning
- They, their teacher and their families value their work
- The lesson is well planned, prepared, relevant and differentiated
- There is a calm, orderly learning environment
- They feel secure
- The activity has been clearly explained and understood
- The teacher is sure about the learning intentions and how they can be achieved
- A variety of approaches are used
- Learning is made interesting
- Home and school work together successfully
- The teaching is planned, taking account of past achievements and progression
- They experience success.

What does good learning and teaching look like across the Federation?

- Starts and finishes on time and in good order
- Begins with clear intentions and expectations shared with children
- Has a beginning, a middle and an end
- Is well prepared, planned, organised and resourced
- Involves every child
- Checks understanding regularly
- Uses a variety of appropriate methods
- Is in line with the school's ethos
- Is orderly and pleasant
- Looks ahead to next time. Prepares the child for the next instalment of learning, often during the plenary
- Delivers the National Curriculum, including appropriate cross-curricular issues
- Establishes clear targets and deadlines and the teacher reminds pupils of these
- Is briskly paced
- Is in line with the curriculum framework
- Is in line with the school's lesson timeline and general guidelines.

Indicators of good practice within the quality of teaching would include:

- Pace of Learning and Teaching commensurate with capabilities
- Clear objectives of lesson(s) communicated to pupils
- Well-planned teaching methods align pupils with objectives; well matched to pupil's capabilities
- High expectations which challenge but do not defeat pupils
- Sensitive informal assessment of pupil adjusts teaching content to their needs; learning reinforced by supportive marking and discussion of work
- Regular homework complements (not merely completes) classwork
- Relationships based on mutual respect; contributions sought and valued from all pupils; knowledge and ideas made memorable by imaginative teaching
- Progressive acquisition of knowledge, skills and understanding related to National Curriculum.

Indicators of good practice within the quality of learning would include:

- High levels of understanding and ability to draw on knowledge sensibly and cogently
- Ready response to tasks set; good concentration and a high proportion of time on task
- Evidence of interest and enjoyment and high personal expectations
- Perseverance and commitment even with difficult work
- Can call on earlier learning to meet new demands
- Use of initiative in seeking answers, finding ways of tackling new work, organising themselves and using resources to solve problems or reach objectives
- Use self criticism as a means of self-improvement.

These in turn will provide good indicators of raised achievement across the school:

- High expectations and achievements of most pupils in most subjects
- Consistently good standards in each age group achieved across most subjects
- Individual pupils' performances are consistent across the curriculum
- Skills in reading, writing, speaking and listening and in practical and expressive activities are high and contribute effectively to the standards reached.

The Learning Environment

Successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning. The visual environment is very important and should display work which is representative of all children and all ability levels. Displays should reflect the taught curriculum, include dual language script and be changed regularly to sustain interest and discussion.

We aim for all our classrooms to have a calm environment

This is realised when...

- Children are on task
- Children are aware of acceptable noise levels for classwork and teachers help to maintain this by example
- Children are taught to tidy up after themselves
- Children know the teachers' rules and boundaries
- Classroom support staff and helpers work in a similar way to the teacher and collaborative planning reflects this
- Children have appropriate amount of room for the activity.

What do we mean by an organised classroom?

- Drawers and tidy areas are labelled so that pupils can be independent and know what goes where
- Children's resources are accessible
- Storage areas are set up
- There is a clear furniture layout
- The room is kept tidy.

Classroom Organisation and Management

A well organised and managed classroom is essential if Learning and Teaching is to be effective. Teachers should, therefore:

- Be punctual to and from the playground and to and from assemblies- please refer to the staff handbook for times and key transitions in the school day
- Start lessons promptly after morning registration and assemblies to ensure there is no loss of learning time
- Ensure the computer is in effective use by children
- Ensure your desk and all classroom areas are tidy
- Ensure your daily plans are in your room. If you know you will be away from class please leave your plans or brief details for the supply teacher
- Ensure all displays are maintained neatly
- Books should be displayed attractively and all book areas should be inviting
- Is your presentation providing a good role model when using your classroom board for modelling or teaching?
- Reading records should be kept in the reading area
- Do children clearly understand your high expectations of them? (Presentation, behaviour and attitude to learning)
- Have you established classroom rules which support the learning environment?

Resources

Relevant resources are essential to the quality of learning and teaching.

Basic resources, such as pens, pencils, rulers etc. should be organised and stored properly. Pupils should know the class and school rules about these.

Resources relevant to the particular subject should be ready before the lesson.

Pupils should be taught to use resources properly and carefully and put away after use.

Teaching Strategies

Each teacher should make the learning intentions and teacher expectations very clear to the children from the outset of the lesson as well as the purpose of a teaching concept or point needing to be explicit. In addition, the teacher should disclose success criteria/ generate with the help of the children.

All sessions should include a range of interactive teaching strategies and significant modelling by the teacher.

A variety of teaching methods needs to be employed, thereby matching methods to needs – these could include:

Lecture – information formally given to a large group

Note taking – either dictated by the teacher or made individually

Question and Answer – verbal enquiry by the teacher with response from Pupils (See Appendix E for further guidance)

Whole class discussion – teacher led, in which a problem is discussed

Forum – audience questioning following a speaker, video or film

Projected visuals – e.g. video, slides, digital whiteboards, films

Non-projected visuals – e.g./posters, leaflets which supplement a verbal presentation

Research project – individual study of a problem, for presentation either written or oral, may be made use of

Questionnaires – groups or individuals construct a questionnaire or use one previously constructed to find out factual information, opinion etc. of class members, parents or other members of the community

An attitude scale – a series of statements on scale between strongly agree/disagree, true/false/don't know, to which students have to react

Open ended technique – partially stated question or statement which has to be completed

An inclusion of a wide range of activities which incorporates a variety of learning styles

Demonstration by teacher and pupil to illustrate and reinforce particular teaching points. Pupils are encouraged to reflect on their progress.

Pupil Groupings

Working groups

Pupils should be given the opportunity to work in different groups and, from time to time, with different pupils. Pupils should be given the opportunity to work in mixed ability groups. This is particularly important for bilingual learners so less experienced English speakers can model themselves on more fluent speakers.

For some work, particularly Maths, English and Science, pupils will work in ability groups. There should be opportunities for reviewing the groups, at least half-termly.

Groupings, and the reason for them, should be included in each teacher's planning file.

At Altmore and Lathom all teachers are expected to plan for a focus group.

Care should be given to seating arrangements. These should be mixed boys and girls, although numbers may be uneven. You will need to consider whether there are pupils sitting on the same table who may distract each other. Even when not sitting on the same table consider this also, pay attention to who is near each other and who can easily gain contact with each other.

Children may sit in groups, though the work may be completed individually or they may need to work co-operatively. Teaching children to work co-operatively (collaborative group work) needs to be developed from year three upwards and each teacher need to plan opportunities for this as well as suitable strategies to build upon existing skills.

Assessment, Record keeping and Evaluation

Good assessment, record keeping and evaluation improves the quality of Learning and Teaching and as such is integral to the whole process.

School procedures should be followed carefully. Please refer to the school's Marking and Feedback Policy.

Role of Support Staff

There may be other adults working in the classroom alongside the teacher. These may include parents, other volunteers, teacher assistants and EAL teachers.

Each adult's role has to be clarified, known to all involved and included in daily, and where possible, medium term plans. The adults should know the learning intention of the activity.

Some suggested strategies for working successfully with other adults are:

- Listen to other teacher/adult whilst you are working with the children
- The class teacher should set up a meeting time to liaise with all the adults in the classroom about the intended learning for the week.
- Where possible teachers should build in time to go through the planned learning at the start of the day and ensure the adults can support in setting up the learning for each session.
- Adults should not interrupt each other whilst working with the children
- Watch for signs of children not understanding and choose an appropriate time to help children to understand what the other teacher/adult has said
- Take turns to do daily tasks e.g. register (teachers only)
- Make roles within the lesson explicit to children, so pupils know who can help and support them during learning.
- Agree support roles within the classroom and divide teacher focus accordingly during activities

Teaching and Learning – Generic Timeline of a lesson to ensure progress and learning.

Introduce learning objectives and place into lesson context. Outline your end expectations. E.g. 'At the end of this lesson you will be able to...'
Do all the children fully understand the lesson objective? Introduce success criteria or generate with more experienced children.

Interactive strategies to reinforce the concepts and to make learning concrete.

As the children set to task, identify the group you are working with, usually linked to ability. Once this group is established free yourself to take an overview of how the other groups are performing.

Direct teaching of concepts with use of teacher modelling.

Introduction to tasks. Do all the children fully understand what is required of them? Have you fully declared your expectations? (Quantity, quality, style.)

Halfway through the independent tasks stop, refocus and introduce a mini plenary – an ideal time to revisit the success criteria and refocus children on the desired outcomes of the lesson

Plenary – this is one of the most important parts of the lesson. A chance to reinforce common teaching points, misconceptions and self assessment (using the success criteria) as a tool for AfL.

Summing up of the lesson and informing children of where we go next. 'Next time we will....'

Suggestions for improving the plenary part of the lesson

Aspects to consider when planning and teaching the plenary

Making links

- To the objective/s for the lesson/s
- To previous lessons
- To future lessons/units of work
- To position of lesson in overall unit
- To other aspects of mathematics
- To other subjects in the curriculum
- To what will be taught next to give children a clear idea
- To what has been completed at home
- To other ways of recording
- Between informal/formal methods of recording and presentation
- To the next stage of refining methods

Assessing

- Against key teaching and learning points
- Key points and methods to remember; revise; practise
- Key words, facts, ideas, notation
- Consolidating knowledge and understanding
- Clarifying children's developing knowledge and skills
- Recognising and correcting errors and misconceptions
- Checking and extending children's use of vocabulary
- Learning against targets (individual or group)
- Learning against key objectives
- Formative assessment to inform planning
- The role of additional adults

Questioning

- Targeted
- Prompting
- Probing
- Open
- Challenging assumptions and conclusions
- Prompting children to ask their own
- Testing generalisations and hypotheses
- Solutions and strategies
- To address errors and misconceptions
- To gauge children's responses:
 - what they know
 - what they have learned
 - what they need to practise further.

Teaching and Learning – Questioning

<p><u>Classifying</u> Which of these go together? Why? Can any of these be put together? How are these things alike/ similar/ different? What could you call these groups? What are the characteristics of all these things in this group? What criteria have been used to classify these? How could you rearrange ...? How could you compare ... and ...? Can you find another way to ...?</p>	<p><u>Explaining</u> Why does...? How do you...? Why did this happen? Why do you think that...? What caused this? What might be the result of...? Why do you think so? Can anyone think of another reason/ explanation? Can you explain...?</p>
<p><u>Describing</u> What is ... like? What can you see? What did you notice about...? How would you describe ...?</p>	<p><u>Generalising</u> What is true about all of these? What can you tell us about...? What have you found out about...? What seems to be generally true about...? What have you learned about...? What conclusions can you draw now? What does this tell you about...?</p>
<p><u>Evaluating</u> Do you think this is a good thing/ bad thing? Why? How do you feel about this? Why? Is there anything you would have done differently? Why was this done? Do you think that it was a good idea? What were the reasons for this? Do you think this is just/ fair/appropriate? Why? What do you think is important about this? Why? How could this be improved? How could you justify this? Can you take another point of view about...? How would you feel if you were ...? Is this the best way to ...?</p>	<p><u>Inferring</u> Can you explain from this how...? / why...? What do you think might be happening here? Why? What do you think might cause this? Why do you think they did this? How do you imagine they are feeling? Can anyone think of a different idea?</p>
<p><u>Recalling Information</u> How many ...? Where is ...? In which year did...? Why did...?</p>	<p><u>Predicting and Hypothesising</u> What are we going to see at ...? What would/ might happen if ...? If..., what do you think would be the result? What would it be like if...? What would you do if...? How would you plan for ...?</p>

Teaching and Learning Framework

Purpose

Is the teaching objective clear?
Has it been explained to the children?
Do they understand the task?
Do they understand the teacher's expectations and do they know what is required of them by the end of the session?
Has reference been made to success criteria?

Introduction

Is there a whole class introduction?
Are the children responsive?
Are the interactive strategies employed to sustain interest?
Is the teacher using a wide range of questioning including higher order skills?
Are the children attentive and is there good order in the room?
Is there a good use of teacher modelling?
Is there reference to success criteria?

Group/ Individual Work

Is there appropriate differentiation to ensure full curriculum access including the needs of SEN/ EAL/ G&T?
Are the activities purposeful and challenging?
Are the children on task in a calm, purposeful setting?
Is the role of the additional adult used to good effect?
Are success criteria used to focus children's learning?

Teacher Focus

Is the teaching and resourcing matched to the level of the attainment of the group?
Is the teacher teaching? This is crucial-supervision, overseeing the room, overseeing groups, etc. is not teaching.
Is the lesson well planned and does it build on previous learning?
Has the teacher set high expectations?
Is there a good sense of pace?
Is the teacher insistent on best work and best presentation?

Plenary

Does the plenary address any common misconceptions?
Does the plenary offer further follow up teaching opportunities?
Does the plenary reinforce the objectives?
Does the teacher tell the children what is going to happen in the next session?
Is there reference to the objective and success criteria as outlined at the start of the session?

The Learning Environment

Is the room tidy and organised?
Is the teacher's desk tidy?
Are well kept resources freely accessible and arranged attractively in a central area?
Are computers in use?
Are key words and relevant vocabulary clearly displayed?
Is children's writing celebrated and evident around the room?
Are displays big, bold and attractive?
Are displays clearly labelled including community languages?
Is the teacher using Key Questions to encourage children's thinking through display?
Is the school vision displayed in every room and clearly understood by all?
Is a wide range of subject areas celebrated through display in the classroom?
Does the room feel welcoming and inviting for children and adults?
Is the book corner inviting?

End of Year Expectations

These are our non-negotiable which we believe all pupils must achieve at the end of the academic year.

Nursery

Social

By the end of the Foundation Stage, most children will:

- be confident to try new activities, initiate and speak in a familiar group;
- be able to follow conversational conventions when making requests or accepting help (using 'please', 'thank you', etc.);
- maintain attention, concentrate and sit quietly when appropriate;
- have developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;
- have developing respect for their own cultures and beliefs and those of other people;
- respond to significant experiences, showing a range of feelings when appropriate;
- form good relationships with adults and peers;
- work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously;
- understand what is right, what is wrong, and why;
- dress and undress independently and manage their own personal hygiene;
- consider the consequences of their words and actions for themselves and others;
- understand that people have different needs, views, cultures and beliefs, which need to be treated with respect;
- understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- select and use activities and resources independently and follow simple directions/ instructions from an adult.

English

- enjoy listening to and using spoken and written language, and readily turn to it in their play and learning;
- explore and experiment with sounds, words and texts;
- listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems;
- use language to imagine and recreate roles and experiences;
- begin to use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- sustain attentive listening, responding to what they have heard by relevant comments, questions or actions;
- interact with others, negotiating plans and activities and taking turns in conversation;
- extend their vocabulary, exploring the meanings and sounds of new words;
- begin to retell narratives in the correct sequence, drawing on the language patterns of stories;
- begin to speak clearly and audibly with confidence and control and show awareness of the listener, for example, by the use of conventions such as greetings, 'please' and 'thank you';
- begin to hear and initial and final sounds in words, and short vowel sounds within words;
- begin to link sounds to letters, naming and sounding the letters of the alphabet;
- know that print carries meaning, and, in English, is read from left to right and top to bottom;
- attempt writing for various purposes, using features of different forms such as lists, stories and instructions;
- write their own names and begin to write other things such as labels and captions (begin to form simple sentences, sometimes using punctuation);
- use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Mathematical Development

- say and use number names in order in familiar contexts;
- count readily up to 10 everyday objects;
- recognise numerals 1 to 9;
- use language such as 'more' or 'less', 'greater' or 'smaller', 'heavier' or 'lighter', to compare two numbers or quantities;
- in practical activities and discussion begin to use the vocabulary involved in adding and subtracting;
- find one more or one less than a number from 1 to 10;
- begin to relate addition to combining two groups of objects and subtraction to 'taking away';
- talk about, recognise and recreate simple patterns;
- use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes;
- use everyday words to describe position;
- use developing mathematical ideas and methods to solve practical problems.
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Science

Early Learning Goals – Knowledge and Understanding of the World

- investigate objects and materials by using all of their senses as appropriate;
- find out about, and identify, some features of living things, objects and events they observe;
- look closely at similarities, differences, patterns and change and use some appropriate vocabulary to describe;
- ask questions about why things happen and how things work;
- build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary;
- select the tools and techniques they need to shape, assemble and join the materials they are using;
- find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning;
- find out about past and present events in their own lives and in those of their families and other people they know;
- observe, find out about and identify features in the place they live and the natural world;
- begin to know about their own cultures and beliefs and those of other people;
- find out about their environment and talk about those features they like and dislike.

Physical Development

- move with confidence, imagination and in safety;
- move with control and co-ordination;
- show awareness of space, of themselves and of others;
- use a range of small and large equipment;
- experience travel around, under, over and through balancing and climbing equipment and use language to describe;
- handle tools, objects, construction and malleable materials safely and with increasing control and know the correct/ most effective way to hold pencils/ paintbrushes;
- be aware of the importance of cleanliness (to be able to wash hands).

Creative

- explore colour, texture, shape, form and space in two and three dimensions;
- recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music;
- respond in a variety of ways to what they see, hear, smell, touch and feel;
- use their imagination in art and design, music, dance, imaginative and role play and stories;
- express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments, showing control of the equipment they use.

End of Year Expectations

Reception

English

- to know all the phoneme sounds in the alphabet;
- to have had experience of sound blends;
- to be able to read words from Reception word list;
- to know that letters make words and have meaning;
- to have had experience of a wide range of text;
- to be able to use a wide range of reading strategies including phonic, picture and context clues;
- to begin to distinguish between upper case and lower case letters;
- to be able to form letters correctly, with left to right orientation;
- to be familiar with book layout;
- to be able to talk about familiar events, stories and experiences; to be able to read and spell all words on the NLS Reception Word List;
- to be able to sit and listen for a sustained period of time.

Maths

- to have experience of matching, ordering and sorting numbers to 10;
- to be able to recognise and correctly form numerals to 10;
- to begin to count and recognise numbers to 20;
- to have had practical experience of addition and subtraction to 10 and begin to record;
- to have access to visual representation of numbers to 100;
- to be able to use simple mathematical vocabulary;
- to be able to explain simple strategies;
- to be familiar with a range of mathematical equipment;
- to have experience of handling and naming coins;
- to have had experience of sorting and recording information in various ways;
- to know the chronology of days of the week and have some awareness of the months;
- to know the names of some 2D and 3D shapes.

Science

- to have experience of AT1
- to have had experience of classifying and sorting;
- to have had experience of a wide range of science equipment and activities;
- to have experiences recording of observation.

ICT

- to have had experience of using a mouse and keyboard on the computer.

End of Year Expectations

Year One

General

- to be able to dress independently;
- to be able to select and put away basic classroom equipment;
- to be able to work in a small group;
- to be able to work with a partner;
- to be able to follow instructions confidently;
- to be able to convey their personal needs to the teacher.

English

- to be able to express themselves verbally in short simple sentences;
- to be able to listen attentively for a sustained period of time;
- to be able to organise information so writing conveys a clear message;
- to be able to write simple sentences using capital letters and full stops;
- to produce short pieces of writing using simple forms, e.g. stories, lists and descriptions;
- to begin to revisit work with the support of the teacher;
- to be able to read and spell all words on NLS Year 1 Word List;
- to be able to recognise phonographic relationships;
- begin to be able to segment to spell and blend to read;
- to be able to use phonic, picture and contextual syntax cues when reading;
- to be able to find upper case and lower case letters with clear ascenders and descenders;
- to be able to write in a clear cursive script;
- to be able to read a variety of simple materials accurately;
- to understand the differences between fiction and non-fiction;
- to explore new vocabulary using simple dictionaries.

Maths

- record independently, setting out work clearly;
- use and understand the mathematical vocabulary from Year One Word List;
- draw upon a range of strategies for calculating mentally and in written form;
- self-check for obvious errors, i.e. to know addition will produce a higher number;
- mentally recall number facts to ten;
- know the terms 'divide' and 'multiply' and have practical experience;
- use and apply their skills independently when faced with simple problems;
- investigate a number, i.e. it is even, it is more than..., it is less than... How many tens, units, etc.?
- count, read and begin to write numbers to 100;
- order numbers to 50;
- sort objects and numbers using own criteria;
- identify 2D and 3D shapes;
- to recognise simple symmetry;
- to have had experience of measuring non-standard units;
- to have had experience of collecting data and using graphs practically.

Science

- to be able to predict outcomes;
- to observe and record observations;
- to have an understanding of fair testing;
- to be able to explain and begin to record findings;
- to begin to draw conclusions from results;
- to have carried out full investigations as a class/ group.

End of Year Expectations

Year Two

General

- to be active, independent learners;
- to maintain attention, concentrate and sit quietly when appropriate;
- to work as part of any group co-operatively, independently and collaboratively;
- to select classroom resources appropriately and replace correctly.

English

- be able to use capital letters and full stops with reasonable consistency and with understanding;
- understand and construct questions and have begun to use ? at least experimentally;
- have begun to use speech punctuations;
- use upper and lower case letters appropriately;
- have legible handwriting, correctly formed letters which they are beginning to join up;
- to be able to spell regular words and use phonics to make plausible attempts at irregular/ longer words;
- understand alphabetical order and have begun to locate words in a dictionary;
- sequence a narrative clearly, with a beginning, middle and defined ending;
- have listened to stories, poems, narrative accounts, reports and begun to write in these forms themselves;
- have begun to plan and manage written work in order to complete it;
- read with understanding so that they can discuss what they have read;
- have begun to deliver text with expression, communicating meaning;
- can read and spell Year 2 Word List;
- to begin to be aware of the differences between fiction and non-fiction texts;
- to begin to be aware of punctuation when reading aloud.

Maths

- know and recall quickly basic number facts (bonds to 20, counting beyond 100)
- understand the relative values of hundreds, tens and units and their relationship to written numbers;
- have a secure grasp on straightforward addition and subtraction of 3 digit numbers;
- understand how to 'carry' and 'exchange' in 2 digit addition and subtraction respectively;
- have practical experience of multiplication and division and have begun to record;
- use appropriate mathematical vocabulary to express what they have done and learned;
- apply their existing skills to pursue investigations and solve problems;
- continue to develop self- and peer-checking strategies;
- have a sound knowledge of basic 2D shapes;
- be able to differentiate plain from solid shapes.

Science

- have begun to predict outcomes and ask questions;
- make observations and be able to record them;
- offer explanations based on their observations;
- have begun to plan with the teacher how to test their ideas;
- understand the principle of 'fairness' without necessarily being able to provide for it;
- use simple scientific equipment (timers, measuring devices, etc.) with appropriate guidance and safety;
- record with a measure of independence;
- be able to explain and discuss their work with peers and with the teacher;
- use appropriate scientific vocabulary; carry out whole investigations, with teacher guidance in groups or with a partner.

End of Year Expectations

Year 3

General

- be able to take turns during discussions;
- listen attentively both to the teacher and to their peers;
- follow instructions carefully;
- be responsible for getting out and tidying away materials and equipment;
- begin to take more responsibility for their behaviour.

English

- to be able to recognise a wide range of genre;
- to have had practice in reading comprehension from a wide range of genre using simple retrieval and personal response;
- to be able to distinguish between fact and opinion;
- to be able to use reference text to support themselves including dictionary, thesaurus, encyclopaedia and atlas;
- to have had experience of story planning including editing and redrafting;
- to understand punctuation conventions and use appropriately;
- to understand noun, adjective and verb;
- to write in cursive script;
- to be able to read and spell all words NLS Year 3 Word List;
- to be able to produce more complex plot within story writing;
- to be able to sequence events within story and non-narrative writing.

Maths

- to have an understanding of place value to 1000;
- to know times tables 2, 3, 5 and 10;
- to be able to add and subtract to 1000;
- to understand multiplication below 10 and up to 1000;
- to understand division using remainders;
- to have had experience of problem solving using application of number;
- to begin to recognise the relationship between fractions, decimals and percentage;
- to be able to round off numbers to the nearest whole number;
- to be able to interpret and present data in a variety of forms;
- to be able to recognise 2D and 3D shapes and identify properties;
- to measure with accuracy using mm, cm, m, g and kg.

Science

- to be able to plan and carry out a simple investigation in groups and as an individual;
- to have had an understanding of fair testing;
- to be able to predict outcomes;
- to observe, explain and record observations;
- to draw conclusions from results;
- to be able to explain results;
- to be able to use a wider range of simple scientific equipment with care and confidence, e.g. timers, thermometers and other measuring devices.

Year 4

General

- to be able to set out work neatly and understand the importance of presentation;
- to be able to follow a (simple) sequence of instructions;
- to recognise the need (and understand the difference between) working independently and in a group;
- to be able to collect, and use unassisted, common classroom equipment (ruler, pencil, sharpener, line guides, etc.)

Behaviour/ attitude to learning

- to work appropriately within independent and collaborative activities;
- to express thoughts and opinions using evidence and explanation;
- to work with pace and application;
- to extend themselves and be proud of achievements.

English

- to use speaking and listening effectively to develop positive learning attitudes;
- give and follow instructions in whole class and group situations through effective communication;
- to use joined legible handwriting;
- to use capital letters, full stops, speech marks, exclamation marks and question marks accurately;
- to use apostrophe of omission and possession accurately;
- to plan and write interesting stories showing awareness of audience through setting, characterisation and plot development;
- to use verb tense correctly;
- to read an spell NLS Year 4/5 Word List;
- to know and use adjectives and adverbs appropriately;
- to retrieve information from a variety of text types;
- to be able to deduct and make inference in addition to personal response to text;
- to be able to make and use notes;
- to be able to use reference text independently to aid own work, e.g. dictionary, thesaurus;
- to be able to proof read own work for basic punctuation, sentence structure and spelling;
- use ICT to support and develop knowledge.

Maths

- to quickly recall times table facts to x 12;
- know a range of mathematical vocabulary;
- mentally calculate numbers to two, three digits;
- to order fraction and introduce decimals to 1 decimal point and know basic percentage facts;
- to understand and use division using remainders;
- to know that multiplication is repeated addition and that division is repeated subtraction, and to use the inverse operation to check work;
- to record all number operations using place value;
- to multiply and divide numbers by 10;
- be able to apply number skills to a range of verbal and written problems;
- to have sound understanding of right-angled shapes and triangles;
- to have a good understanding of reflective, symmetry and to recognise pattern of rotational symmetry;
- to be able to construct and analyse bar charts and line graphs;
- be aware of basic measurement facts (mass, volume, length and time);
- to be able to measure and calculate lengths, widths, perimeters and areas of quadrilaterals;
- use ICT to support and develop knowledge.

Science

- to have devised and carried out full investigations in a group and as an individual;
- to be able to make detailed observations;
- to draw conclusions from the observations to explain scientific phenomena (including written form);
- to be able to ask sensible questions and form hypotheses;
- to predict fair test and know a range of scientific facts that cover ATS 2/3/4;
- to be able to use scientific equipment and record measurements accurately;
- to use a basic investigation format to set out work;
- to be able to carry out pen and paper tests in all areas covered during the year;
- to use ICT programs support learning.

End of Year Expectations

Year 5

Behaviour

- be independent thinkers and workers;
- be mature communicators;
- be able to take part in whole class discussions;
- to be individually motivated;
- be very good role models concerning behaviour.

English

- be able to use joined legible handwriting;
- spell words of three or more syllables;
- use capital letters and full stops;
- express writing properly in sentences;
- use a wider range of punctuation like paragraphs and speech marks reasonably accurately;
- plan and sequence creative and descriptive writing;
- use adjectives and adverbs and have some experience with figurative language, e.g. simile;
- read, understand and respond to complex texts of different genres;
- read aloud clearly and expressively;
- be reading a wide selection of literature at home and at school for pleasure;
- read books completely before moving on;
- give considered opinion concerning read texts;
- be able to spell key words accurately and use in own writing.

Mathematics

- be able to quickly recall times table facts;
- know, use and spell a range of mathematical vocabulary;
- mentally calculate numbers to two and three digits;
- order and reduce fractions;
- mentally calculate fractions of whole numbers;
- be able to carry out long multiplication and division;
- have a sound knowledge of inverse operations;
- know how to calculate decimals to at least one decimal place;
- have experience of calculating directed numbers, e.g. positive and negative numbers;
- be able to apply their number skills to a range of verbal and written problems;
- have a sound knowledge of shapes and their properties;
- be able to convert measurements;
- be able to measure and draw (including angles) accurately;
- be able to calculate lengths, widths, perimeters and areas;
- have a good understanding of symmetry (reflective and rotational);
- be able to construct and analyse a variety of graphs, tables, Venn diagrams.

Science

- be able to ask sensible questions and form conclusions and hypotheses;
- observe; describe and explain scientific phenomena;
- devise investigations;
- predict, plan, carryout and identify fair test and know a range of scientific conventions;
- have a good knowledge of a range of scientific facts that cover AT 2, 3 and 4 (e.g. know the essential life processes of animals, know those common materials which dissolve; recognise and draw the elements of electrical circuits);
- to use a wide range of scientific equipment and make a variety of appropriate, accurate measurements;
- know how to set out results appropriately.

General

- neat and well presented work in all subjects including homework;
- be able to reflect, evaluate and improve key skills in the core subjects.

End of Year Expectations

Year 6

General

- be independent thinkers and workers;
- be mature communicators;
- be able to take part in whole-class discussions;
- be individually motivated;
- be very good role models concerning behaviour;
- be used to the format of testing;
- have neat and well presented work in all subjects including homework;
- be able to reflect, evaluate and improve key skills in the core subjects;
- understand how to look after their bodies/ themselves hygienically;
- be good attendees and timekeepers;
- be confident speakers and listeners.

English

- be able to use joined legible handwriting;
- spell words of three or more syllables;
- use capital letters, full stops and commas;
- express writing properly in sentences;
- use a wider range of punctuation like paragraphs and speech marks accurately;
- plan and sequence creative and descriptive writing and formal letters;
- use adjectives and adverbs and figurative language, e.g. simile;
- read, understand and respond to complex texts of different genres;
- read aloud clearly and expressively;
- be reading a wide selection of literature at home and at school for pleasure;
- read books completely before moving on;
- give considered opinion concerning read texts, based on evidence where applicable;
- be able to spell key and polysyllabic words accurately and use in own writing.

Mathematics

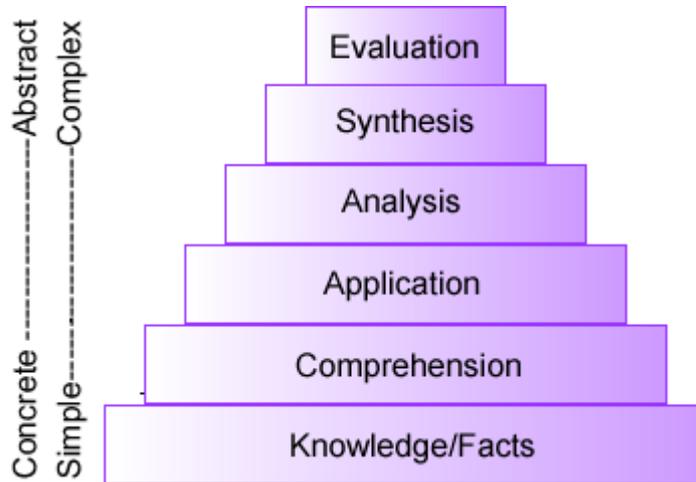
- be able to quickly recall times table facts;
- be able to multiply numbers mentally, using rounding and chunking strategies;
- know, use and spell a range of mathematical vocabulary;
- mentally calculate numbers to two and three digits;
- order and reduce fractions, add and subtract;
- mentally calculate fractions of whole numbers;
- be able to carry out long multiplication and division;
- have a sound knowledge of inverse operations;
- know how to calculate decimals to at least two decimal places;
- have experience of calculating directed numbers (e.g. positive and negative numbers);
- be able to apply their number skills to a range of verbal and written problems;
- have a sound knowledge of shapes and their properties;
- be able to convert measurements;
- be able to measure and draw (including angles) accurately;
- be able to calculate lengths, widths, perimeters, areas and volumes;
- have a good understanding of symmetry (reflective and rotational);
- calculate averages, e.g. mean, median and mode;
- calculate circumferences, radii, diameters and areas of circles;
- be able to construct, interpret and analyse a variety of graphs, tables, Venn diagrams.

Science

- be able to ask sensible questions and form conclusions, predictions and hypotheses;
- observe, describe, and explain scientific phenomena;
- devise investigations;
- predict, plan, carry out and identify fair testing, and know a range of scientific conventions;
- have a good knowledge of a range of scientific facts that cover AT 2, 3 and 4 (e.g. know the essential life processes of animals, know those common materials which dissolve; recognise and draw the elements of electrical circuits);
- to use a wide range of scientific equipment and make a variety of appropriate, accurate measurements;
- know how to set out results appropriately.

Appendix 1: Bloom's Taxonomy

Bloom's Taxonomy is a hierarchy of skills that reflects growing complexity and ability to use higher-order thinking skills (HOTS).



Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter <p>Question Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</p>
Comprehension	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences <p>Question Cues: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
Application	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge <p>Question Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>

<p>Analysis</p>	<ul style="list-style-type: none"> • seeing pattern • organization of parts • recognition of hidden meanings • identification of components <p>Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
<p>Synthesis</p>	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions <p>Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
<p>Evaluation</p>	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity <p>Question Cues: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>

Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.