

Teaching, Learning and Assessment Policy



September 2022

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The Coldean Curriculum

Learning together Inspiring each other



The curriculum at Coldean Primary is designed to empower our children to be happy and healthy, with a zest for learning.

Five key drivers underpin our curriculum intent:



ENRICHED VOCABULARY

Exposure to rich vocabulary provides a vehicle through which to store and retrieve knowledge and articulate thoughts and feelings



"STICKY" KNOWLEDGE

Connect new with existing knowledge, through our well-sequenced, inspiring curriculum.



CREATIVE & CRITICAL THINKING

Develop deep understanding through purposeful application of knowledge as skills.



ASPIRATION

Broaden horizons, challenge stereotypes, inspire self-belief.



WELLBEING

Be equipped, physically and emotionally, to overcome challenge.

The Coldean Core

National Curriculum subjects and objectives, with a focus on knowing more, remembering more, able to do more.



The Coldean 50

Spiritual, moral, social and cultural learning experiences that cohere with our Coldean Core.



PSHE

Personal development, relationships and health education, safeguarding, British values and online safety.



We establish a sense of belonging, celebrate diversity and encourage honesty and self confidence through demonstrating our **Golden Values**

KINDNESS

PRIDE

RESILIENCE

TRUST

Our Vision

At Coldean Primary School we are very proud of everyone's commitment to ensure that the children within our care receive high quality provision. We recognise the importance of educating the whole child, building on their strengths and celebrating individual's achievements.

As a school we pride ourselves on being inclusive. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

Intent: The Coldean Curriculum *Learning together, inspiring each other*

The curriculum at Coldean is designed to empower our children to be happy and healthy, with a zest for learning. Five key drivers underpin our curriculum intent:

	Enriched vocabulary Exposure to rich vocabulary provides a vehicle through which to store and retrieve knowledge and articulate thoughts and feelings.
	"Sticky" knowledge Connect new with existing knowledge, through our well-sequenced, inspiring curriculum.
	Creative and critical thinking Develop deep understanding through purposeful application of knowledge as skills.
	Aspiration Broaden horizons, challenge stereo-types, inspire self-belief.
	Well-being Be equipped, physically and emotionally, to overcome challenge.

Our curriculum has three components:

	The Coldean Core National Curriculum subjects and objectives, with a focus on knowing more, remembering more, able to do more.
	The Coldean 50 Spiritual, moral, social and cultural learning experiences that cohere with our Coldean Core.
	PSHE Personal development, relationships and health education, safeguarding, British values and online safety.

We establish a sense of belonging, celebrate diversity and encourage honesty and self-confidence through demonstrating our **Golden Values**.



- ★ **Kindness** - through being friendly, generous and considerate to others
- ★ **Resilience** - self-belief and determination to achieve our best
- ★ **Trust** - to be honest with ourselves and each other
- ★ **Pride** - to take pride in our work, ourselves, our school and our community

Implementation

Learning can be defined as an alteration in the long-term memory. To ease the transfer between working memory, that only holds around four new 'chunks' of information, to the long-term memory, we have adopted Rosenshine's "10 Principles of Instruction".

To ensure our curriculum is taught to develop cumulatively sufficient knowledge by the end of each Key Stage we follow the stages outlined below:

- 1.) **Substantive** knowledge (knowing *what*) for each subject is mapped from EYFS to Year 6 to ensure our children learn cumulatively sufficient knowledge by the end of each Key Stage.
- 2.) **Disciplinary** knowledge (knowing how knowledge originates in that domain – *how to*) is mapped from EYFS to Year 6 to enable children to apply their knowledge as skills.
- 3.) Explicit teaching of **vocabulary** is central to children's ability to connect new knowledge with prior learning. Teaching identifies Tier 2 words, high frequency words used across content e.g. *verify*, and Tier 3 words, specific to subject domains e.g. *biome in Geography*.
- 4.) **Spaced retrieval** practice, through questioning, quizzes, peer-explanations, further consolidates the transfer of information from working memory to long-term memory. Quizzing etc are primarily learning strategies to improve retrieval practice – the bringing of information to mind. Sequencing the 'quiz' questions on the content to be taught is essential when planning units of work.
- 5.) The use of **knowledge organisers** and **knowledge notes** for some subjects keeps essential information together to guard against split-attention effect. Children are taught to forge connections between their current learning and the 'big picture' of subject content. Protocols for use as detailed below:

Knowledge Organisers

- Teachers ensure subject knowledge is up-to-date.
- Used regularly with children.
- Teachers model how to check in with a knowledge organiser about the content they are learning.
- Teachers model how to flick as an independent reminder strategy.
- Used to provoke and promote oracy through structured learning conversations.
- Support retrieval practice and questioning. Children generate questions about content.
- Sent home, with explanations, for parents to use and support their children.

Knowledge Notes

- Ensures teachers are familiar with content of lessons.
- Use question at top as the point of the lesson.
- Model and connect note to prior learning. Use previous notes as basis of retrieval practice. Pupils use to check their responses.
- Give focus and attention by expecting all pupils to make a response and answer the question at end.
- Model how the knowledge note supports your explanation. Children use as a point of reference.
- Used as direct reference tool when explaining new content or giving examples of how the content works.
- Children taught to refer to note when attempting to use taught content.

Our core teaching approach is underpinned by Rosenshine's Principles of Instruction (2012).

Rosenshine's 10 principles of instruction

1	 RETURN review content daily improves automatic recall, freeing up working memory	CHECK IN WITH PUPILS regularly and systematically avoid assumptions by questioning and quizzing all pupils to check they understanding the content 	6
2	 SEQUENCE NEW MATERIAL present new content in small steps be precise - the working memory can only handle and process a few pieces of new information at once	GENERATE SUCCESS small steps with lots of practice this eases the load on the working memory and supports transfer to the long-term memory 	7
3	 ASK RELEVANT QUESTIONS that engage all pupils, not just a few use techniques that allow everyone to participate, such as show what you know or think-pair-share	SCAFFOLD DIFFICULT TASKS temporary support to help with new or complex tasks structured templates, modelling, teacher explanation, checklists 	8
4	 GIVE WORKED EXAMPLES model teacher thinking and expectations think aloud and explain how to present or solve problems My turn; Our turn; Your turn	OPPORTUNITIES FOR INDEPENDENT PRACTICE practice what you know teacher led guided independent 	9
5	 GUIDE PUPIL PRACTICE plan time for pupils to rehearse, rephrase and elaborate learning acquiring meaning through deliberate practice with varying instructional input from the teacher	REVISIT WEEKLY AND MONTHLY spaced learning activates retrieval practice revisiting recently learned content strengthens the cognitive connections within the long-term memory 	10

Components of effective lessons

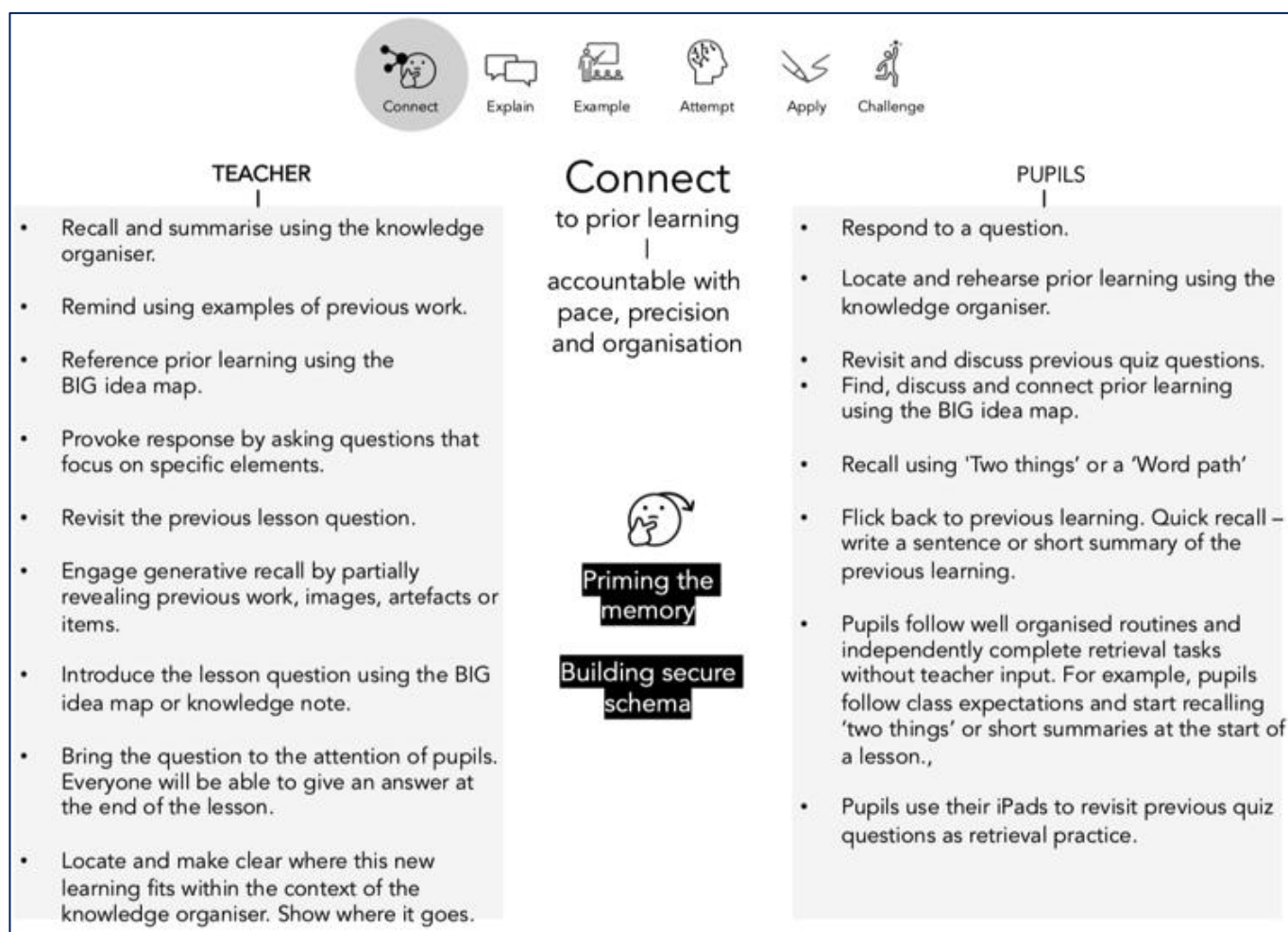
The curriculum at Coldean Primary School is organised to enable children to make meaningful links between the substantive / declarative knowledge taught for each subject. Teaching subject specific lessons ensures core learning objectives are taught with a clarity of purpose whilst eliminating unnecessary information, that can lead to cognitive overload.

Learning activities are planned to provide a clear and coherent journey through the learning, crafted to ensure that content is introduced progressively in 'bite-sized chunks' and constantly demands more of learners ensuring that all learners make progress and achieve well. We recognise that working memory is limited and therefore plan lessons to avoid cognitive overload.

Resources and scaffolds provide support and *flamingo challenges* provide opportunities to stretch and challenge, applying knowledge in unfamiliar contexts to develop greater depth of understanding.

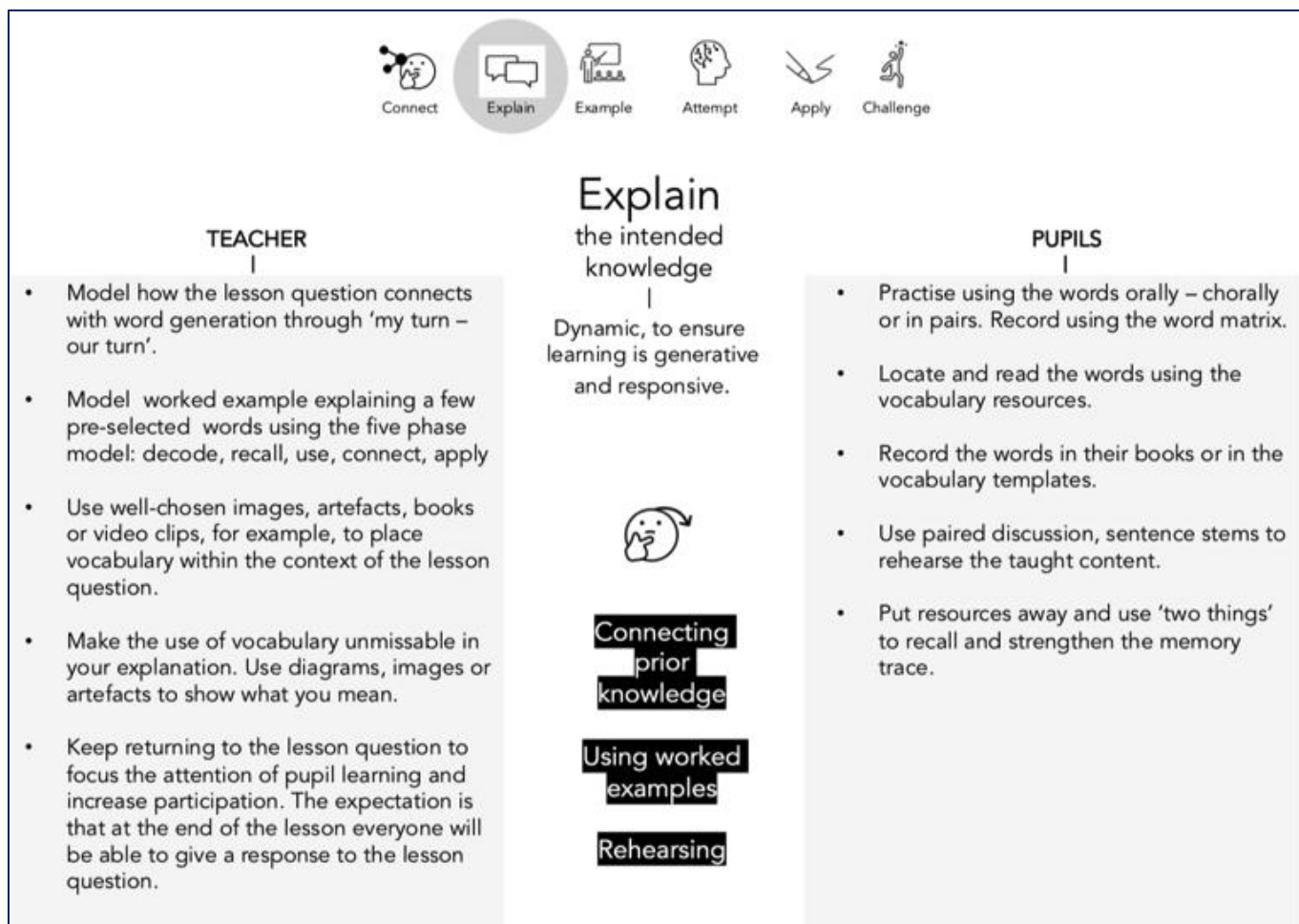
In order to deliver effective lessons following Rosenshine's principles and adhering to a mastery approach, it is recommended that, where possible, lessons follow the following convention:





Knowledge Resources

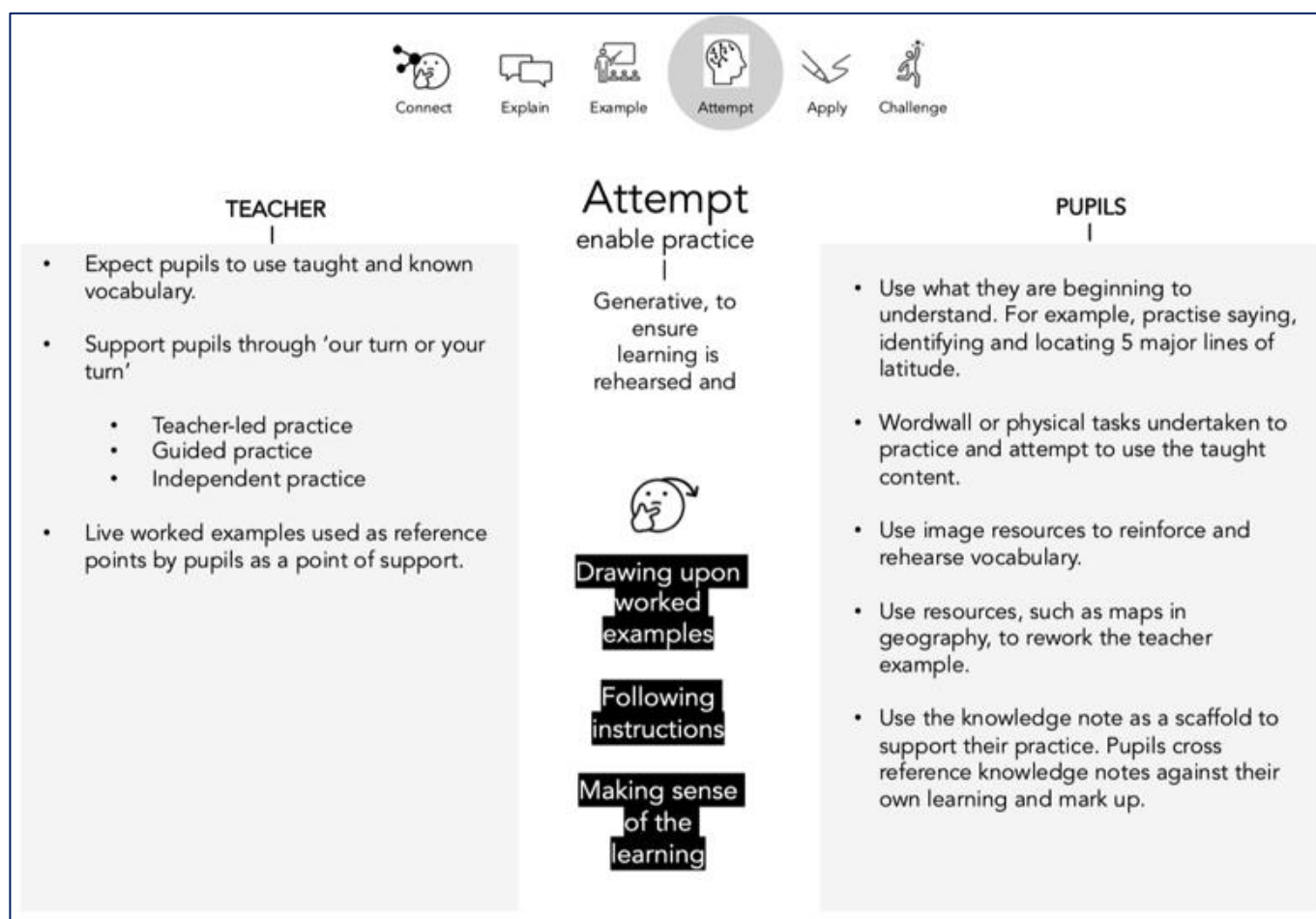
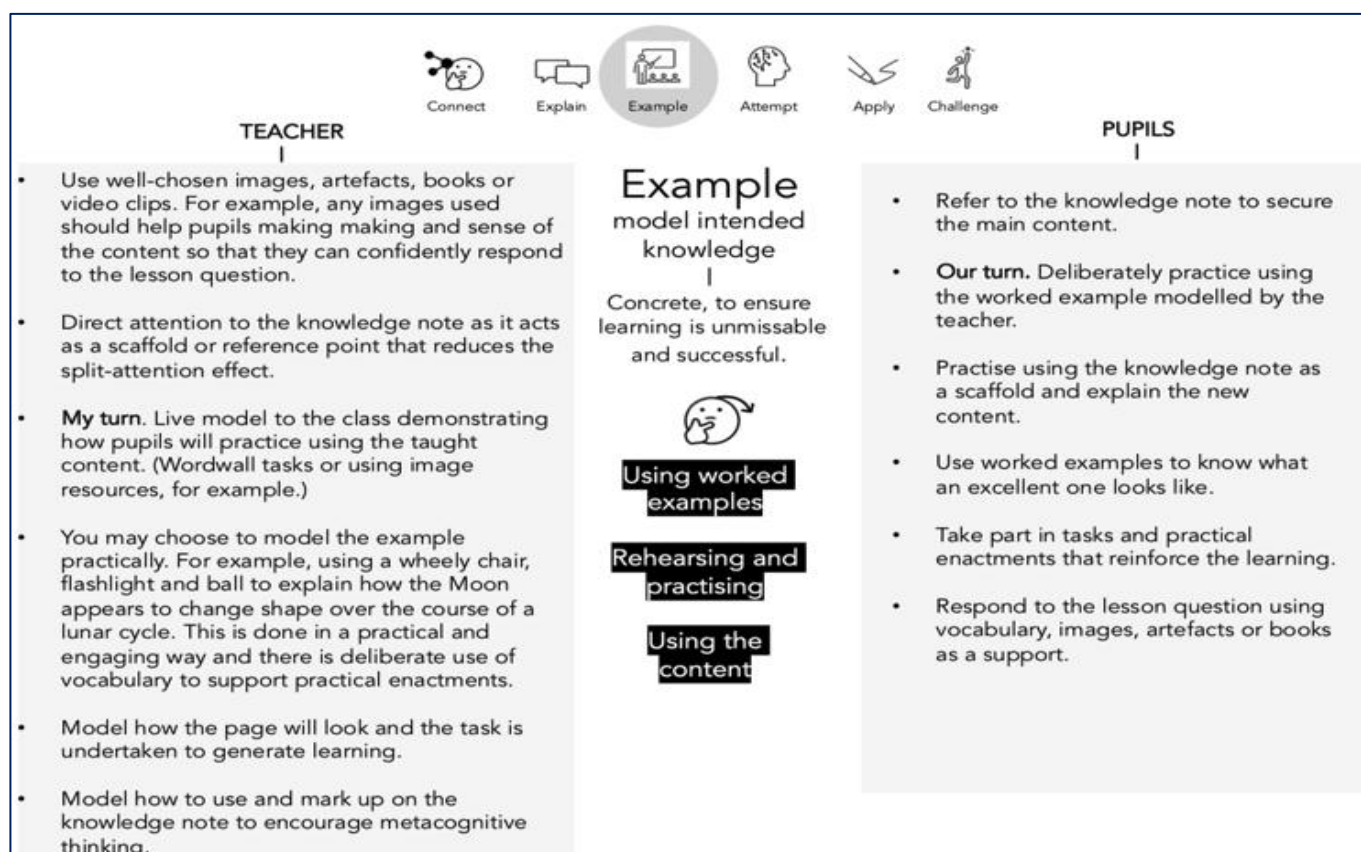
- Writing Assessment Criteria sheets and Mathematics Assessment Criteria sheets are stored inside the appropriate book (tucked inside an envelope / tucked inside the cover / on Velcro tabs)
- Knowledge Organisers for are stuck in the books on the first page of a new learning unit for appropriate foundation subjects.
- These are followed by **all** of the quiz questions for the unit.
- The first lesson's knowledge note is next.
- Part of each lesson's *connect* phase will be to refer to the quiz questions covering the previous lesson. These build cumulatively to ensure pupils retain knowledge over increasing lengths of time.
- The complete quiz can be used, where appropriate, to provide a summative assessment point at the end of the unit.



Vocabulary Instruction

To enhance pupils' acquisition and subsequent use of vocabulary, explicit teaching is required. A range of strategies are used to ensure key vocabulary for each lesson/unit is taught and retained.

- 1.) Vocabulary List booklets are issued to each pupil at the start of each phase. Vocabulary booklets detail the key Tier 3 words for each unit of work in the following subjects: mathematics, science, art & design, computing, design & technology, French, geography, history, music, physical education, PSHE and religious education. These booklets are kept in a pocket in pupils' books where appropriate. (see Book Expectations p.19)
- 2.) Pupils are taught the meaning of each word through a range of strategies (see Appendix II)
- 3.) Part of the teaching process includes pupils drawing a 'clue' image next to the word once learned. This is to not only provide dual-coding but also as a point of reference that the word has been taught.





Connect



Explain



Example



Attempt



Apply



Challenge

TEACHER

- Remind pupils how to use the page layout and resources provided, such as image cues, partially or fully worked diagrams.
- Support pupils through 'our turn or your turn'
 - Teacher-led practice
 - Guided practice
 - Independent practice
- Support using references to explicit vocabulary instruction. Expect pupils to use the words in context.

Apply cognition

Record, to ensure learning is consolidated, connected and embedded



Rephrasing and recording

Making meaning of the content

Refining what you know and can do

PUPILS

- This is where pupils consolidate tasks from the ATTEMPT phase. Refer to tasks and resources used.
- They organise and use the vocabulary and knowledge skilfully to represent the learning they are taking part in.
- Pupils may SELECT, ORGANISE and INTEGRATE* their learning, depending on the task and content.
- Pupil check their understanding (metacognition) against the knowledge note or knowledge organiser.
- Pupils draw upon the CUSP resources, such as vocabulary organiser or word maps.

* See generative learning task guidance further in this document



Connect



Explain



Example



Attempt



Apply



Challenge

TEACHER

- Questioning and tasks to deepen and challenge pupil thinking using images and statements to support critical thinking.
- At first, teachers may need to provide scaffolds for pupils to use. This should fade away once pupils become familiar with the process.
- Model summaries both orally and written.
- Challenge through questions and modelling self-questioning techniques.

flamingo



Challenge enable integration

Sophisticated, to provide deeper thinking



Elaborating

Sophisticating

Integrating

PUPILS

- Use word paths and vocabulary maps to explain connections between words and concepts.
- Use selected quiz questions to retrieve and remember current and past content (this can also be home learning)
- Summarise the learning and connect it to prior knowledge.
- Draw it - represent content in a different way through using explanative or organisational drawings.
- Rehearse and present oral responses to self-generated questions. They use their books and resources to articulate their understanding. Other pupils check for misconceptions.
- Take quizzes to retrieve the taught content. This can be home learning.
- Use Wordwall task assignments to challenge and reuse what you know. (Home learning)

The following charts synthesise these components:

					
Retrieval	Instruction		Deliberate practice	Guided or independent practice	Integrate
Connect prior learning	My Turn	Worked examples	Our turn	Your turn	Sophisticate through retrieval, explanation,
Connect to concept and Big Idea	Explicit vocabulary instruction	Full or partially completed diagrams	Allows for misconceptions to be identified		Sophistication through self-questioning
Position learning within KO			Feedback given at the point of learning		Summarise using 'I know and I think' statements

					
Connect	Explain	Example	Attempt	Apply	Challenge
Make Connections with previous learning through questions, quizzes, two things, give one and get one routines. Position and frame substantive concepts in context of this learning using Big Ideas map. For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate.	Focus the learning question to help pupils attend. Introduce essential vocabulary in the context of the lesson. Use vocabulary modules and scripts to introduce new words. Be efficient with words and clear with explanations. RECEPTIVE LANGUAGE DEVELOPMENT	Make worked examples really explicit. Use diagrams, images, videos, artefacts to help articulate the content. Reduce number of slides on interactive boards. Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up.	USE WHAT YOU KNOW Pupils practically have a go at selecting and organising the content you have taught them. DELIBERATE PRACTICE Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning. FEEDBACK – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place.	SHOW WHAT YOU KNOW Use teacher books to model page layout using double page spreads. Use CUSP Thinking Hard routines to help pupils explain and connect their learning. Use and apply vocabulary all the time. Make it unmissable and irresistible. Increase productivity through CUSP Hexagon pathways to explain content.	DEEPEN WHAT YOU KNOW Quizzes to increase the retrieval practice effect. Self-questions to develop richer knowledge of the content. Two things Blank hexagon pathways Open word paths Partial word paths Closed word paths

Memory and Generative Learning Practice

"In order for pupils to know more, remember more and be able to do more, teachers need to think carefully about the activities they use to put the planned curriculum into practice. The working memory has limited capacity and so teaching must not overwhelm this. Teachers can avoid overloading working memory by devising activities where the most important knowledge components are relatively few in number, and by identifying tasks that help pupils secure that knowledge.

It is important for pupils to practise what they have learned. Repeatedly recalling previously taught content (retrieval practice) and revisiting content in lessons (spaced practice) have been shown to be effective.

To ensure that information moves from pupils' working memory to long-term memory, the content can be broken into small chunks of material. This reduces cognitive load and gives pupils the opportunity to connect related ideas, which improves pupils' fluency and allows more knowledge to be learned. It also strengthens the schema that pupils are building, as they see the relationship between prior learning and new knowledge. For example, we often see this when pupils are learning map skills, especially grid references. Where pupils have automaticity in working out 4- or 6-

figure grid references, it is because they have practised to the point that they need give it little conscious thought. The same is likely to be true where pupils have strong recall of the location and features of countries relevant to the case studies they are learning.” [Ofsted (2021). Research review series: geography. Online]

In order to capitalise on these research findings, we have adopted generative learning practices based on the work of Fiorella & Mayer [2020. Generative Learning in Practice. pp.14-15. John Catt Publications] (See Appendix I for examples of generative learning tasks and activities.)

Schemata

A network of information built around connected ideas.*

Schemata are not static and regularly add new information, built on the foundations of prior learning, that is reorganised to assimilate new knowledge.*

Schemata are not one-off stores of information that fill up. They are constantly involved in interactions between prior knowledge and new information into the long-term memory*

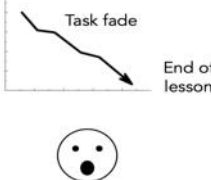


Schemata can contain inaccurate information and misconceptions that are practised and reinforced. This is reversible through:

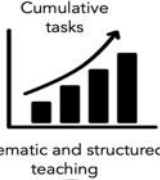
- challenge
- deconstruction
- reconstruction*

Give **structure** to help children **attend** to their learning

Dollop of teaching



Cumulative tasks



Systematic and structured teaching

Generative Learning

Fiorella and Mayer suggest we could use these three tools:

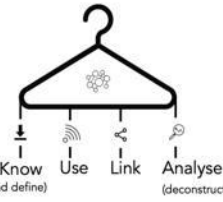
 **SELECT**
 The mind has to pay attention to the information that is to be learnt.

 **ORGANISE**
 The mind has to organise and place this information to make sense of it.

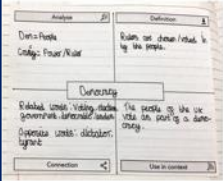
 **INTEGRATE**
 Information is made sense of and linked to prior knowledge. This combines with the existing schema.

*a process of making sense in which you try to understand what is presented by actively selecting relevant pieces of information, organising them, and integrating them with other knowledge you already have.”
Fiorella and Mayer, 2014

Explicit vocabulary instruction strengthens cognitive connections



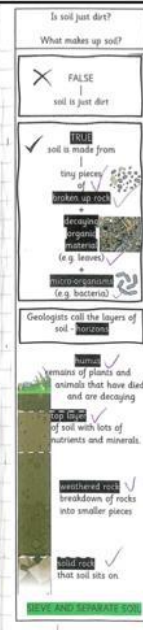
(decode and define) Use Link (deconstruct)





 **SELECT**
 The mind has to pay attention to the information that is to be learnt.

 **ORGANISE**
 The mind has to organise and place this information to make sense of it.



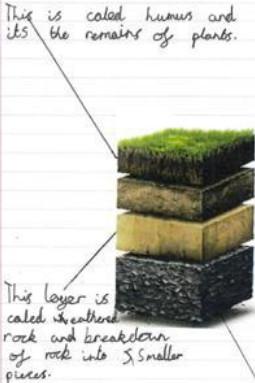
Monday 28th September 2020

What makes up soil?

Soil is not just dirt. It's made by tiny pieces of broken up rock, decaying organic material, leaves and micro organisms (bacteria).

Type of soil	What does it look like?	What happens when you add water?
Clay	grey hard	Sticky mud. Does not absorb water
Sand	grains yellow	Absorbed the water
Garden Soil	brown lumpy	Absorbs some of the water

Geologists call the layers of soil - horizons.



This is called humus and it's the remains of plants.

This layer is called the top layer and is off soil with lots of water and minerals.

This layer is called weathered rock and breakdown of rock into smaller pieces.

This is called bed rock and that soil sits on.

“a process of making sense in which you try to understand what is presented by actively selecting relevant pieces of information, organising them, and integrating them with other knowledge you already have.”
Fiorella and Mayer, 2014

Learn by drawing

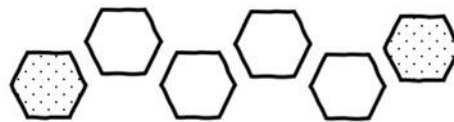
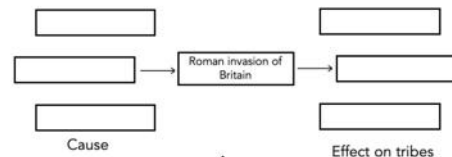
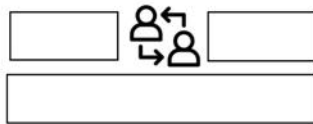
Decorative or representational drawings can give less value than organisational (mapping and drawing) and explanative drawings (cause, effect and consequence diagrams)

Adapted from Zoe and Mark Enser: Generative Learning in practice
Fiorella and Mayer, 2015

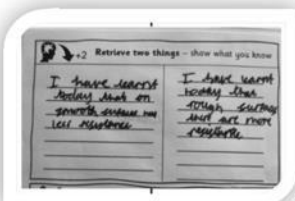


An organisational drawing shows relationships, such as the difference between Roman soldiers and Iron Age warriors.

An explanative drawing elaborates and presents cause, effect and consequence of actions, such as the cause of the Roman invasion of Britain. It could show the effect on tribes and communities as well as the consequence of the invasion on Iron Age people.

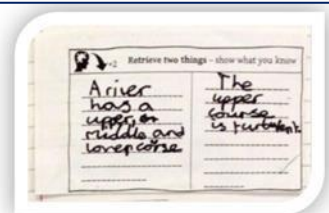


Word paths can be organisational or explanative.



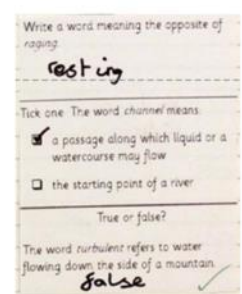
Retrieval - try 'Two Things'

Write down two things that summarise the learning so far.
Useful to retrieve and remember the content being learnt.



Self testing or low threat quizzing

For younger pupils these are in the form of written or spoken questions.
It links to summarising as pupils can be asked to write and explain.
Structured and cumulative quizzing revisits content again and again.

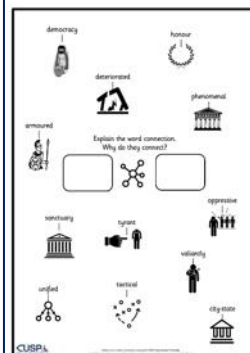


Self-questioning

Give question stems to reduce load on the working memory and 'use what you know.'

Ask questions about the taught and learnt content, not about things you don't know.

What, where, why, how, when, who, when...?

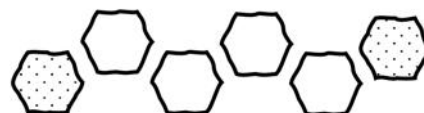


Where appropriate, short punchy sentences convey information without detracting from the content.



Mapping is the activity where the learner organises words and icons to show their relationship and explain why they are connected. In my experience it does not mean simply drawing arbitrary lines between words.

It is the linguistic and cognitive connection that the learner applies, explaining why words have a relationship or sequence. This can be verbal as well as written.



The learning outcome for each lesson is shared with learners. This forms the title of the lesson in one of the following formats with clear emphasis on the **knowledge** being taught:

- a learning question: *What are the seven continents of the world?*
- an "I can..." statement derived from WAC/MAC sheets: *I can divide a quantity into ten equal parts.*

In EYFS and KS1 the lesson title may mention the end product to help children understand the context for their learning e.g. *I know the features of a postcard*.

English and Mathematics objectives explicitly link to our WAC & MAC sheets that are in "I can..." language. This comes from the National Curriculum's phrasing that states, "Pupils should be taught to:" *recall, calculate, show, write, identify, explore, etc ...*

We know that within the "I can..." there is key **knowledge** that pupils must know in order to achieve the learning objective. Teachers consider the most important knowledge or concepts that pupils need to know, focus on these and prioritise feedback, retrieval and assessments.

"REMEMBER TOs" (success criteria / steps to success) should be used to detail the steps to successful achievement of the learning question. These may be: given to learners; generated by them or a combination of both.

High-quality first teaching, with additional in-class support and additional resources, is evident through a range of teaching and learning styles. This ensures that all pupils with SEND are able to fully access a curriculum that matches their need:

- Lessons are pitched appropriately so that all children can learn and progress. Work is organised for learners with SEN in smaller chunks with plenty of opportunities for revisiting and overlearning, where appropriate. This may involve smaller follow-up tasks.
- Verbal instructions are accompanied by visual aids. These include symbols, images, or text. Makaton signs are also used alongside spoken language.

- Technology is used where appropriate to scaffold the learner. This may include equipment, apps, or specialist software.
- Adults are deployed in the classroom to effectively facilitate learning.
- Flexible grouping is used so that children with similar SEN are not always sitting together, this allows them to learn from their peers. This is also useful when planning the use of Talk Partners as it gives children with SEN access to peer support and the ability to rehearse their responses.

Intervention

Pupils at Coldean Primary are provided with timely intervention. Interventions work to ensure that pupils are able to access and master the objectives for their 'age related expectation'.

Intervention Process

Teachers assess pupil's learning and decide which children would benefit from intervention, thus ensuring all groups of pupils achieve highly. This could be by:

- challenging and overcoming misconceptions
- providing necessary practice to ensure that the skill is embedded
- deepening pupils' learning, or
- pre-teaching to ensure pupils have the critical prior knowledge in order to access new learning

For example:

Same Day Intervention

At the end of a lesson, teachers assess pupils' learning and identify those that would benefit from intervention later in the day. This intervention may be for children who need further support or those that would benefit from accessing further challenge. From this and liaison with key adults, they decide on the approach. The preparation could include:

- Planning to present the concept in a new way or at greater depth.
- Identifying suitable practice activities.
- Identifying and sourcing appropriate resources and support materials
- Responding to the individual needs of the children in the group.

Through this, children receive targeted intervention in a specific area, increasing confidence and allowing children to start the next lesson in line with their peers.

Pre-teach session

Before delivering a new concept, the teachers' assessment of pupils' learning highlights the need for pre-teaching. The intervention practitioner identifies the critical prior knowledge necessary to fully access new learning and crafts provision to achieve this:

- Teaching relevant knowledge, skills and understanding from the previous stage
- Key vocabulary that will be used in the next lesson
- Revisiting core skills such as number facts, factors, grammatical rules, etc.
- Identifying suitable practice activities.
- Identifying and sourcing appropriate resources and support materials
- Responding to the individual needs of the children in the group.

Through this, children receive targeted intervention in a specific area, increasing confidence and allowing children to start the next lesson in line with their peers.

After the intervention, feedback is given to the child's class teacher.

Recording of Intervention

For the first example, directly after the work from the lesson, the intervention teacher should write "SDI" followed by the date and their initials:

For the second example, directly before the work, the intervention teacher should write "Pre" followed by the date and their initials:

Pre 13.09.22 SMc

Please see the school's *Effective Learning Feedback Policy* for further information.

Reporting to Parents

Children that receive regular intervention will be highlighted as receiving additional support and this will be reported to parents retrospectively via a provision map. For the purpose of the approach, 'regular' is defined as once per week or more. Those children that receive intervention sporadically will not require parental notification as this is viewed as clearly directed and timely support.



Challenge

Where appropriate, 'Give it a go, Flamingo' challenges are provided. These tasks and activities are included to ensure that 'rapid graspers' deepen their understanding, for example in mathematics, completing an empty box calculation to demonstrate commutativity or in English, including the *Word of the Week* in a paragraph.

When providing challenge to secure deeper understanding of new learning, the following framework supports the creation of questions to elicit formative assessment information and to aid in the development of deeper thinking about a concept.

Complexity						
	is ...	did ...	can ...	would ...	will ...	might ...
Who						
What						
Where						
When						
Why						
How						



The Coldean Core

We teach the National Curriculum subjects and objectives, with a focus on knowing more, remembering more, able to do more. In order to maximise teaching and learning time, the following subjects are planned for and delivered as follows:

Subject	Scheme of Work	Additional resources	Schedule
Phonics	Coldean fully decodeable phonics progression Phases 2 to 5	Fully decodeable books: Smart Kids, Jelly & Bean, Collins Big Cats, Rocket Phonics, Reading Planet, Dandelion Readers	Daily
Reading	Coldean Reading Journals Y2 – Y6	Class sets of quality texts	Daily
Spelling	The Spelling Book by Jane Considine Y2 – Y6		4-5 times per week
Writing	Coldean English Scheme of Work Y1 – Y6		4-5 weekly
Handwriting	Coldean (pre) cursive script YR – Y6	CCW Precursive 6 CCW Writing 15 XCCW joined 15a	2-3 times per week
Mathematics	Coldean Mastery Maths YN – Y6	NumberBlocks Numbersense Progression in Mathematics (Sussex Hub) NCETM spines White Rose NRICH	4-5 times weekly
Science	Curriculum Unity School Partnership (CUSP) Science YR - Y6	Coldean Scheme	Weekly
Art & Design	Coldean Art & Design YR - Y6		Weekly / bi-weekly
Computing	Purple Mash Computing YR – Y6	Childnet Safer Internet Agency	Weekly
Design & Technology	Design & Technology Association Curriculum YR – Y6		Blocked
Geography	Curriculum Unity School Partnership (CUSP) Geography YR – Y6		Blocked
History	Curriculum Unity School Partnership (CUSP) History YR – Y6		Blocked

Languages (French)	Language Angels Online Scheme Y3 – Y6		Weekly
Music	Charanga YR – Y2 Charanga (singing) Y3 – Y6 Coldean Curriculum (instrument) Y3 – Y6		Weekly
P.E.	The PE Hub YR – Y6	ASA Learn to Swim Pathway Stages 1 – 7 + NC KS2	Twice weekly
PSHE & SRE	Jigsaw Curriculum YR - Y6	Brighton & Hove PSHE & SRE Curriculum	Weekly
R.E.	Discovery RE Curriculum YR – Y6	Local SACRE	Weekly

Classroom Expectations

Most of the resources referred to below are stored on the network's GREEN drive in the following folders:
Setting up a Classroom; Behaviour Management; Curriculum > English/Maths; Golden Values;

We expect all classrooms to have:
Classroom door label
Have a clearly displayed timetable for the week's learning
A visual timetable for the day's activities
Pupil groups displayed
S-H-A-P-E (and S-L-A-N-T) Posters displayed to remind children of learning behaviours
A display that celebrates positive behaviour choices and allows for the recording of House Points for each child.
A copy of the 'Restorative Display'
A poster of the Golden Values, the 'Behaviour Hand', 'Yellow Card', Senior Leader Request Card (red card) and class charter.
A green Emergency First Aid card by the door The Invac/Evac Procedures Folder by the exit door along with the Evacuation guidance (red border) including copies of Personal Emergency Evacuation Plans (PEEPs) for pupils and staff (<i>see DHT for copies</i>) A copy of the Fire Risk checklist on display All evacuation signage accurate and clearly visible
All classroom equipment in clearly labelled drawers and cupboards (text and image on labels where possible) consistent with other classes in the phase.
An English display that includes quality and complete versions of: - An alphabet frieze should be displayed in EYFS, KS1, Y3 and Y4. In Y5 & Y6 these should be part of individual toolkits. "Coldean Primary School" clearly displayed in all classrooms so pupils can learn to spell it. - Days of the Week (as a spelling target) - Narrative cue cards i.e. Who, What, Where, Why, When? - High frequency Words/Tricky Words. These can also be part of individual toolkits. - Subject related vocabulary (with Writing for Symbols where appropriate) and knowledge / vocabulary mats where appropriate. - Where appropriate a phonic/spelling display linked to relevant phonic/spelling phase. - Writing prompts Think It, Say It, Write It, Read it. - Examples of the school's handwriting script.

• Word types i.e. verbs, adverbs, conjunctions etc • The text(s) being used. A <i>working wall</i> space to display images, concepts, children's learning etc during lessons e.g. <i>text type, features of text type</i>
A clear indication of the current topic e.g. <i>titled display, related images, artefacts, books, children's work</i>
Any 'areas'/'corners' should be clearly labelled as such e.g. <i>Book Corner, Writing Area, Maths area...</i>
Book Corner/Area with: EYFS and KS1 • A mix of fiction and non-fiction books; • Photos/images of adults & children reading. KS2 • Clearly labelled shelves of banded books appropriate for the reading level in the class; • A mix of fiction and non-fiction books.
A mathematics display that includes quality and complete versions of: • 100-square • multiplication square (where appropriate) • relevant numberlines - either displayed or easily accessible for pupils, (horizontal, vertical, Numicon etc) that can be annotated e.g. <i>0-20 in EYFS; -20 to 20 in Y4; -5.0 – 5.0 in Y5</i> • Key number facts e.g. number bonds to 10 in EYFS; multiplication facts in Y2 – Y6 • Vocabulary Posters for the Four Operations (+, -, x, ÷) • A <i>working wall</i> space to display images, concepts, children's learning etc during lessons which may include models and images that are relevant to current learning objectives e.g. <i>calculation methods, 2D shape posters, fraction pizzas</i> • Numbers in word form e.g. <i>one, two, three</i> • Months of the year with the number of days in the month • Visual resources relevant to the topic/content currently being taught, e.g. <i>2D shape names, ways of representing 23, angles, prime numbers to 100 etc...</i> Children should also have access to a range of mathematical resources and Maths toolkits.

In addition:
On display or accessible to the children: In KS1: • Marking icons for mathematics and English In KS2: • Marking icons for mathematics and English (where appropriate) • Editing code

Book expectations

We have separate books for most subjects. This enables pupils and staff to track progress in learning. Pupils are taught to 'flick back' to refresh their memory of prior learning and retrieve specific knowledge. Having subject specific books also supports subject co-ordinators to conduct pupil book studies thus supporting our curriculum quality assurance.

	Subject	Cover colour and pages	Additional resources
Nursery	Mark-making / Writing	Green, A4 plain paper	
Reception	Flamingo Book	Green, A4 plain paper, Flamingo cover	
KS1	English	Blue, 15mm feint, front cover Plastic book jacket	The appropriate stage WAC sheet tucked inside front cover Common exception words stuck on page one
	Mathematics	Yellow, front cover, plastic jacket Y1 - 20mm squared Y2 – 10mm squared	The appropriate stage MAC sheet tucked inside front cover Vocabulary booklet in a pocket of back cover
	Science	Pink, 15mm feint, front cover Plastic book jacket	Knowledge organisers Knowledge notes Vocabulary booklet in a pocket of back cover
	Art sketchbook	Black, plain cartridge paper	Vocabulary booklet in a pocket of back cover
	Computing	Vocabulary booklet	
	Design & Technology	Yellow, 10mm squared, front cover	Vocabulary booklet in a pocket of back cover
	Geography	Green, 15mm feint, front cover	Knowledge organisers Knowledge notes Vocabulary booklet in a pocket of back cover
	History	Blue, 15mm feint, front cover	Knowledge organisers Knowledge notes Vocabulary booklet in a pocket of back cover
	PSHE / RE	Red, 15mm feint, front cover	Knowledge organisers Knowledge notes Vocabulary booklet in a pocket of back cover
KS2	English	Purple, 8mm feint, front cover Plastic book jacket	The appropriate stage WAC sheet tucked inside front cover
	Mathematics	Yellow, 7mm squared, front cover, Plastic book jacket	The appropriate stage MAC sheet tucked inside front cover Vocabulary booklet in a pocket of back cover
	Science	Pink, 8mm feint, front cover Plastic book jacket	Knowledge organisers Knowledge notes Vocabulary booklet in a pocket of back cover
	Art & Design sketchbook	Black, plain cartridge paper	Vocabulary booklet in a pocket of back cover

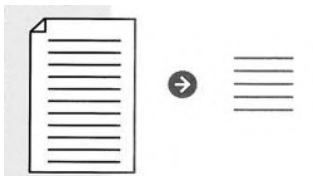
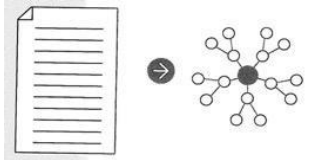
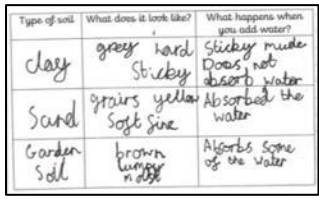
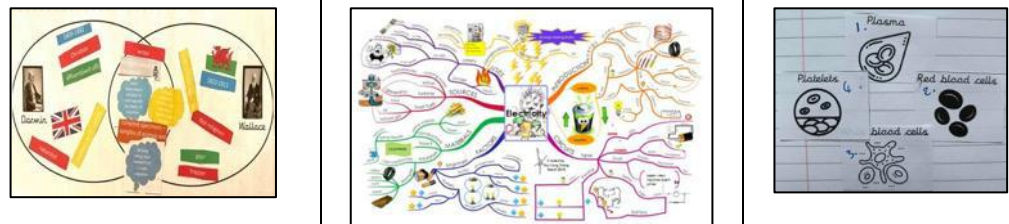
	Computing	Orange, 8mm feint, front cover	Knowledge organisers Knowledge notes Vocabulary booklet in a pocket of back cover
	Design & Technology	Yellow, 10mm squared, front cover	Vocabulary booklet in a pocket of back cover
	Languages - French	Light Blue, 8mm feint, front cover	Knowledge organisers Vocabulary booklet in a pocket of back cover
	Geography	Green, 8mm feint, front cover	Knowledge organisers Knowledge notes Vocabulary booklet in a pocket of back cover
	History	Blue, 8mm feint, front cover	Knowledge organisers Vocabulary booklet in a pocket of back cover
	Music	Yellow, 8mm feint, front cover	Knowledge notes (music appreciation) Vocabulary booklet in a pocket of back cover
	PSHE / RE	Red, 8mm feint, front cover	Knowledge organisers Knowledge notes Vocabulary booklet in a pocket of back cover

Appendix I

Generative Learning Strategies

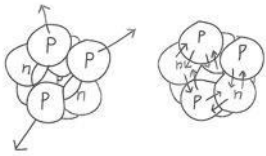
There is a wide range of learning tasks and strategies that support pupils' ability to learn more and remember more using the principles of generative learning practice: SELECT – ORGANISE – INTEGRATE. Each strategy is explained with examples in **GENERATIVE LEARNING STRATEGIES**, stored in:

- OneDrive > COLDEAN (GREEN) > THE COLDEAN CURRICULUM > TEACHING & LEARNING
- GREEN\$ > CURRICULUM > TEACHING & LEARNING POLICY

Learning by:	
SUMMARISING <i>Restate the main ideas of a lesson in one's own words</i>  BEST WHEN Summarising skills are directly taught.	Can be verbal or textual Through summarising we SELECT – ORGANISE the important knowledge e.g. <i>select key vocabulary from knowledge note and combine with knowledge learned to write as a sentence / paragraph.</i> This leads to INTEGRATION and encoding into the long-term memory. This can be scaffolded: - partially completed sentence(s) - partially completed paragraph(s) - keywords, pictures, diagrams to support
MAPPING <i>Convert a text lesson into a spatial arrangement of connected key words</i>  BEST WHEN Used by novices – low knowledge base or young in age.	A concept map – network in which words represent key concepts and lines connect them to show how the words are linked. Lines annotated. A knowledge map – links are confined to predetermined types e.g. <i>this leads to... this is part of...</i> A graphic organiser – include structure to categorise information Matrix for compare and contrast Flowchart for cause and effect Hierarchy for classification Diamond 4/9 to organise from most important to least importance Develop over time to show how new learning combines with existing knowledge. Part-filled maps allow focus on the relevant knowledge (SELECT + INTEGRATE) as the organisation is scaffolded. Leaving a time gap between introducing the knowledge and creating the map encourages 'thinking hard' about what to SELECT and INTEGRATE.
	

DRAWING

Create a drawing to illustrate content of a lesson



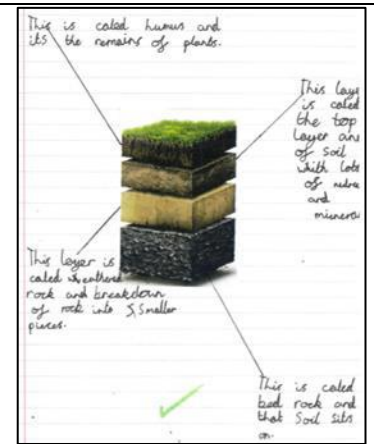
BEST WHEN

Drawing skills directly taught; reduce cognitive load by providing partially drawn illustrations

For the purposes of generative learning tasks avoid **decorative** or **representational** drawings as these rarely rely on the same kind of selection, organisation and integration that this learning mode requires.

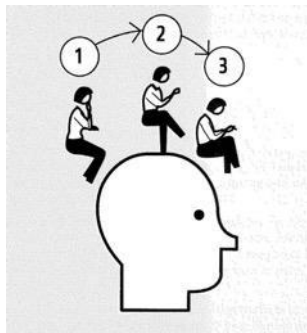
Organisational, is where drawing is combined with mapping to show the relationships between parts of a system such as an illustration of local villages around Brighton.

Explanative, where the drawings show how an action in one part of a system may lead to changes elsewhere, such as a diagram of a food web that shows the impact of removing an apex predator.



IMAGINING

Form internal images to illustrate the content of a lesson.



BEST WHEN

Learners have experience in content and it is well designed.

Learners create mental images of their learning, transferring verbal or textual information to create images of key elements.

Teacher provides prompts and ideas as necessary to support the process of their learning. Some evidence to suggest that this support reading comprehension.

Creating mental images of sentences and single aspects help to build imagining capacity. Supporting children in deciding which elements to select and how to organise by modelling metacognitive processes as part of explicit training helps.

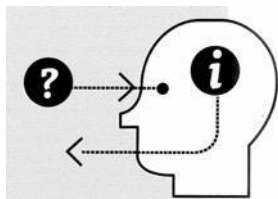
Imagining 'journeys' is a good way of remembering lists or things in order

Learning by imagining across the curriculum:

- **PE** – visualise the movements they will be carrying out in a series of stages to contrast against a model.
- **History** – imagine the scene being described by the teacher to strengthen memory of the information.
- **Maths** – imagine the problem-solving scenario to help consider mathematical solutions.

SELF-TESTING

Test one's self on previously studied content by answering practice questions.



BEST WHEN

Receiving corrective feedback after free-recall or cued-recall.

Learners recall information from a learning episode, using questions or activities which require them to retrieve either specific detail or broader recollections e.g. *write down what you know about the Roman invasion of Britain.*

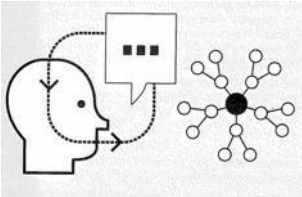
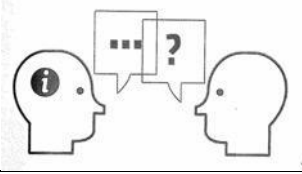
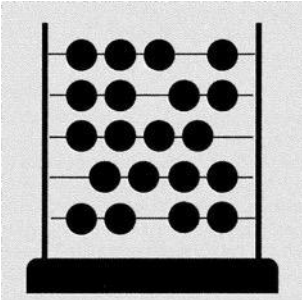
This strategy can be used with others such as **mapping**, **drawing** or **imagining**.

Activities could be short-term, 'flick back in your book' activities or more revision type tasks that involve reviewing prior learning and answering questions.

Short-answer, low-stakes quizzes at the start/ end of lessons, and flashcards are useful tools to use with children in lessons.

Children could use a knowledge organiser and use a read/cover method to test their knowledge of the material or *Look-Say-Cover-Write-Check* for spellings.

Remember two things – show what you know	

SELF EXPLAINING <i>Explain the content of a lesson to oneself by elaborating on the material covered.</i> 	This strategy is to ensure the learner engages with the instructional material they have been given. Through explaining they are having to select the relevant information – organise this information into a coherent form that allows them to answer a question – and integrate the new information into their existing schema by drawing on their prior knowledge to make sense of it. To be <i>generative</i> there should be synthesis of new material with existing knowledge. Ask questions of new material; “I wonder how this links to...?”, “What would happen if I made an adjustment here?” Much classroom practice revolves around self-explaining when questioned about content just taught. The challenge is for learners to gain ownership of this process and use the SOI principles to increase its benefit as a learning strategy. • Maths – before starting to answer a series of questions, the learner might explain the process to themselves. • Science – before completing a practical task, the learner might explain the process they will carry out. This helps alleviate cognitive load of the mechanism to focus on the new knowledge. • RE – the learner explains to themselves the origin of the beliefs of a particular issue being studied.
BEST WHEN Studying diagrams and conceptual materials with focused prompts	
TEACHING <i>Teach others about previously studied material.</i> 	Imperative that content is accurate and misconceptions are identified and addressed before teaching the content! Peer-tutoring model: • SELECT and begin to ORGANISE understanding of materials • Act of explaining encourages further SELECTION and REORGANISING • “Teacher” asks questions about the content enables further INTEGRATION within schema.
BEST WHEN Learners know that they will be teaching later	
ENACTING <i>Engage in task-relevant movements during learning.</i> 	Enactive mode to embed learning. Can be merely gestural or involve use of concrete resources. Often makes the abstract more concrete in the mind. Bruner suggests that all mathematical learning should start with an enactive mode using manipulatives to represent aspects of the concept to be learned. Suggested that use of gestures might help offset some of the cognitive load of the task. Humans are adept at copying gesture and mimicking language. Teachers should take care not to accidentally introduce misconceptions through the use of poor analogies.
BEST WHEN Learners have high knowledge base, guidance and practice.	

Appendix II

Vocabulary Learning Strategies

We set high expectations on talk for learning. The use of SHAPE and SLANT help provide a consistent framework across the school.



Speak in full sentences



Hands away from mouth



Articulate, don't mumble



Project your voice



Eye contact



Sit up straight



Listen carefully



Ask and answer questions



No interrupting



Track the speaker

We use a variety of strategies to teach key vocabulary:

- Echo Reading
- Echo Game
- Syllable Clap
- What does it mean?
- Analyse (OWN-it)
- Unwrap (OWN-it)
- Definition (KNOW-it)
- Connect (LINK-it)
- Connect More (LINK-it)
- Use in context (USE-it)
- Use in context (My Turn)
- Prefix Focus
- Suffix Focus
- Vocabulary Quadrants
- Idioms & Colloquialisms
- True & False
- Gestures (Enacting)
- When Might You?
- Listen Up
- Quiz it!

Each strategy is explained with examples in VOCABULARY LEARNING EXAMPLES, stored in:

- OneDrive > COLDEAN (GREEN) > THE COLDEAN CURRICULUM > TEACHING & LEARNING POLICY
- GREEN\$ > CURRICULUM > TEACHING & LEARNING POLICY

Appendix III

Guide to assessing learning with Tapestry

On-going, formative observation and assessment is a vital part of teaching & learning in the Early Years Foundation Stage. All practitioners in the setting collect assessment information in a variety of ways and record it using Post-It notes, focussed task assessment sheets and with digital technologies.

The school uses Tapestry to collate children's assessment information in EYFS and is accessed by practitioners through the use of mobile devices. Once logged in:

- Click “+” in the top right.
- Select the child and click **Notes**.
- Add a title and any observation notes **initialled** by the practitioner (Tapestry records the date automatically).
- In Nursery a 'next step' is added in the observation note in the prime areas (Communication & Language, Physical Development & Personal Development) in most cases.
- In Reception a 'next step' is added in the observation note for reading, writing, number or shape, space & measures learning activities, in most cases.
- Click **Assessments** to attach the relevant Development Matters objective.
- **Save** the observation note.

The class teacher reviews all observation notes before they are *approved and posted*. At this point parents and other practitioners are able to see the observation note and any next steps.

Each term attainment data is collated onto Target Tracker to help track progress and further identify areas for development. See the school's Assessment Policy for further details.

Appendix IV

The RAC (Reading Assessment Criteria), WAC (Writing Assessment Criteria) and MAC (Mathematics Assessment Criteria) reflect the mastery approach of the National Curriculum.

Reading Assessment Criteria (RAC)

The RAC are made up of 7 stages and each stage is divided into 3 reading cards; Beginning, Working Within, Secure (correlating with Target Tracker). Each stage has a specific colour that is linked to the relevant year group and the books in that stage are labelled accordingly.

Year Group	Stage / Colour
Reception	Stage 0 - Pink
Year 1	Stage 1 - Red
Year 2	Stage 2 - Orange
Year 3	Stage 3 - Yellow
Year 4	Stage 4 - Green
Year 5	Stage 5 - Blue
Year 6	Stage 6 - Purple

Key Performance Indicators

In every Stage on the Beginning and Working Within card there are Key Performance Indicators (KPIs). The KPIs are identified by an asterisk (*) at the beginning of the target on the RAC cards and RAC sheets. Key Performance Indicators are the key skills that a child needs to develop to reach Age Related Expectation (ARE) or Working Within + at any particular stage.

The targets on a Secure reading card are all KPIs. The aim of the Secure card is to allow children the opportunity to 'master' their ARE reading skills by applying them to a wide range of text types.

Assessment

Stage	
Beginning	A child who has met ARE (Working within + or above) in the previous academic year begins the new academic year at the appropriate Stage – Beginning <i>e.g. a child entering Year 4 who reached ARE in Year 3 (Working Within + or above) will start Year 4 at Stage 4 Beginning.</i>
Beginning +	A child who has met all of the RAC on the Beginning card/RAC sheet will be deemed as Beginning +. At this point they will be given a Working Within card.
Working Within	A child who has met half of the RAC on the Working Within card/RAC sheet will be deemed as Working Within.
Working Within +	A child who has met all of the RAC on the Working Within card/RAC sheet will be deemed as Working Within +. At this point the child has met ARE for this stage and they will be given a Secure card.
Secure	A child on Secure will be given the opportunity to 'master' the Key Performance Indicators (KPIs) of their stage. A secure reader should be able to demonstrate these KPIs at a greater depth of understanding (mastery) across a range of text types and genres. A child will be deemed Secure when they have shown a greater depth of understanding for at least half of the RAC on the Secure card.
Secure +	A child who has shown a greater depth of understanding (mastery) for all of the RAC on the card/RAC sheet across a range of text types and genres will be deemed Secure +.

Children working below ARE (below Working Within +) for their relevant stage (year group) will start the year on an appropriate reading card and be given the opportunity to move through the stage at a faster pace.

For example a child entering Year 3 who is **Stage 2 Beginning** on Target Tracker will start Year 3 on a **Stage 2 Beginning Card**. When this child has met all the KPIs in **Stage 2 Beginning** they will move on to **Stage 2 Working Within**. Once the KPIs have been achieved in **Stage 2 Working Within** the child will move to **Stage 3 Beginning**, as they have met the ARE for Stage 2 and are therefore ready to begin Year 3.

This is not the case for Stage 0. All children need to complete Stage 0 Secure before moving on to Stage 1 Beginning, this will ensure consistent development in phonetic awareness.

Recording of Assessment

In a reading session when a child achieves a target, that target is ticked, dated and initialled by the practitioner on the relevant RAC sheet (kept in the class teacher's RPS file) and on the child's reading card.

Written feedback is given to children in the form of a comment in their reading card. In YR and KS1 feedback is given after every individual reading session, when a child participates in a guided reading session 'Guided Reading' is written in the comment section. In KS2 written feedback is given after individual and guided reading sessions. Feedback is always dated and initialled by the practitioner.

Parents are also encouraged to write in their child's reading card when reading with them at home.

Each term attainment data is collated onto Target Tracker to help track progress and further identify areas for development. See the school's Assessment Policy for further details.

Writing Assessment Criteria (WAC)

The WAC are made up of 7 stages, each stage is representative of a year group. There is a WAC sheet for each stage. WAC sheets are divided into three main columns: Beginning, Working Within and Secure. The Beginning and Working Within columns reflect the National Curriculum expectations for that year group; these expectations are written in the form of 'I can ...' statements. The aim of the Secure column is to gather evidence to show that a child is able to apply and achieve the ARE objectives in a range of writing genres.

In Reception individual pupil WAC sheets are stored in a class folder and kept up-to-date by practitioners. They are passed on to the next teacher at the end of each year.

In the Primary phase WAC sheets are printed onto A3 card and kept inside the front cover of each child's English book. They are used for the continual assessment of writing.

Key Performance Indicators

Key Performance Indicators (KPIs) are identified by an asterisk (*) at the beginning of 'I can...' statements on the WAC sheet. Key Performance Indicators are the key skills that a child needs to develop to reach Age Related Expectation (ARE) or Working Within + at any particular stage.

Assessment

A child who has met ARE (Working within + or above) in the previous academic year begins the new academic year at the appropriate WAC sheet *e.g. a child entering Year 3 who reached Working Within + or above in Year 2 starts the new academic year with a Stage 3 WAC sheet.*

Children working below ARE (below Working Within +) for their relevant stage (year group) will start the year on an appropriate WAC sheet and be given the opportunity to move through the stage at a faster pace.

For example a child entering Year 3 who is **Stage 2 Beginning** on Target Tracker will start Year 3 on a **Stage 2 WAC**. When the child has met all the KPIs on the **Stage 2 WAC** they will move on to **Stage 3 WAC** as they have met the ARE for Stage 2 and are therefore ready to begin Year 3.

Recording of Assessment

WAC sheets are updated using the 'triangle code' **initialled** and **dated** by a member of staff or learner. Evidence that demonstrates achievement of an objective can be found by cross-referencing the date on the WAC sheet with the dated piece of work in the English book. In some cases there may not be evidence available if achievement has been observed within the learning environment. A small star drawn next to an objective indicates that evidence of achievement of this objective is in the child's Sparkle Book.

Objectives are highlighted when a child has consistently demonstrated that they have achieved this skill. Different coloured highlighters are used to show progression throughout the academic year.

Previous Year	= Pink
Autumn	= Orange
Spring	= Green
Summer	= Blue

The Secure column on the WAC is used once the objective has been highlighted and to demonstrate that a child can achieve this objective in a range of text types.

Each term attainment data is collated onto Target Tracker to help track progress and further identify areas for development. See the school's Assessment Policy for further details.

Mathematics Assessment Criteria (MAC)

The MAC are made up of 7 stages, each stage is representative of a year group. There is a MAC sheet for each stage. MAC sheets are divided into three main columns showing clear progression through each target. All columns reflect the National Curriculum expectations for that year group; these expectations are written in the form of 'I can ...' statements.

In Nursery and Reception individual pupil MAC sheets are stored in a class folder and kept up-to-date by practitioners. They are passed on to the next teacher at the end of each year.

In the Primary phase MAC sheets are printed onto A3 card and kept inside the front cover of each child's book Mathematics book. They are used for the continual assessment of mathematical understanding.

Key Performance Indicators

Key Performance Indicators (KPIs) are identified by an asterisk (*) at the beginning of 'I can...' statements on the WAC sheet. Key Performance Indicators are the key skills that a child needs to develop to reach Age Related Expectation (ARE) or Working Within + at any particular stage.

Assessment

A child who has met ARE (Working within + or above) in the previous academic year begins the new academic year at the appropriate MAC sheet *e.g. a child entering Year 4 who reached Working Within + or above in Year 3 starts the new academic year with a Stage 4 MAC sheet.*

Children working below ARE (below Working Within +) for their relevant stage (year group) will start the year on an appropriate WAC sheet and be given the opportunity to move through the stage at a faster pace.

For example a child entering Year 4 who is **Stage 3 Beginning** on Target Tracker will start Year 4 on a **Stage 3 MAC**. When the child has met all the KPIs on the **Stage 3 MAC** they will move on to **Stage 4 MAC** as they have met the ARE for Stage 3 and are therefore ready to begin Year 4.

Recording of Assessment

MAC sheets are updated using the 'triangle code' **initialled** and **dated** by a member of staff or learner. Evidence that demonstrates achievement of an objective can be found by cross-referencing the date on the MAC sheet with the dated piece of work in the Maths book. In some cases there may not be evidence available if achievement has been observed within the learning environment.

Objectives are highlighted when a child has consistently demonstrated that they have achieved this skill. Different coloured highlighters are used to show progression throughout the academic year.

Previous Year	= Pink
Autumn	= Orange
Spring	= Green
Summer	= Blue

Each term attainment data is collated onto Target Tracker to help track progress and further identify areas for development. See the school's Assessment Policy for further details.