



Teaching and Learning Guide 2023

Welcome to the Trumpington Federation

Coming together is a beginning, keeping together is progress, working together is success

Henry Ford

Welcome to the Trumpington Federation. We are delighted to welcome you to the Federation team. This guide is designed to support you in becoming familiar with our routines and expectations. We want to achieve the best possible outcomes for our children and seek to employ and develop highly skilled and outstanding teachers and support staff.

Consistency across the Federation in terms of the quality of teaching, classroom organisation and management, the implementation of Federation policies and practices, behaviour and expectations will ensure that the children at our schools achieve well, make outstanding progress, and have high expectations of themselves. Please read this guide alongside the relevant policy documents and make use of the links to various web-sites and good practice guides.

Our Federation is made up of two schools: Fawcett Primary School and Trumpington Meadows Primary School. Staff work across the Federation, and opportunities are provided for joint working, training and collaboration across the schools.

As part of your induction and ongoing support, you will have regular opportunities to discuss and review specific areas and have support from your line manager or induction coordinator to implement and learn about the systems, policies and procedures we use at the Federation.



This is a learning community; your learning and development is as important as that of our children. We need to model to our children what good learning looks like. We want to learn from the best, and each other, and are constantly looking for ways we can improve and develop.

High achievement always takes place in the framework of high expectations.

At the Federation we have high expectations of our staff, our children and ourselves. We are on a journey towards outstanding and with your support, hard work and tenacity, have every intention of getting there.

We hope you will enjoy your time with us at the Federation and make the most of the opportunities being part of our Federation has to offer.

Please note this guide is constantly developing as we establish our expectations and review our policies and procedures to ensure our children have access to a broad, balanced and dynamic curriculum.

"Far and away the best prize that life offers is the chance to work hard at work worth doing."

Thomas Jefferson

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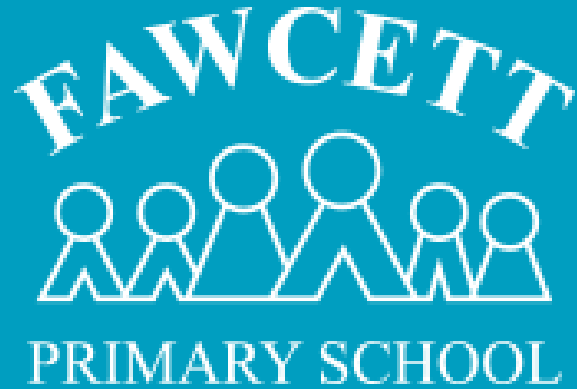


At the Trumpington Federation, we believe that learning should be a lifelong adventure.

We aim to inspire and encourage all members of our community to grow and learn together.

Through determination, communication and collaboration, we encourage each other to reach for the stars, no matter who we are or where we come from.

Our Schools



Fawcett Primary School and Nursery is a well-established school in the heart of Trumpington. The school is named in honour of Henry Fawcett, the distinguished Victorian academic and politician.

Fawcett School was built to meet the need of families moving into the new post-war housing in the area, originally with a separate junior school (opened in 1949) and infant school (opened in 1950). The infant and junior schools were amalgamated in 1989. The school has been through a period of rapid expansion and development and has grown from one to two forms of entry.

The Governors of Fawcett Primary School were invited to form a Federation and open a new primary school to meet the increasing demand for high quality primary school provision in the area of Trumpington.



Trumpington Meadows Primary School and Nursery opened in 2014 with fewer than 30 children and has rapidly grown to now cater for approximately 300 pupils from Nursery to Year 6. The school is at the heart of the new community. It offers a wide range of community facilities in a modern and spacious building.

Staff are employed to work at the Federation and may be asked to work at any school in the Federation.

Our Leadership Team

Our Leadership Team work across the Federation and have key areas of responsibility linked to the school improvement plan. They are:

Executive Headteacher



Oriana Dalton

Federation Business Manager



Graham Ingrey

Heads of School

Fawcett Primary School



Jemma Calverley

Trumpington Meadows



Ollie Monro



Sarah Buckerfield
(Maternity leave)

Assistant Headteachers



Clare Wilkinson



Katie Fisher



Charlotte O'Toole

TLR post holders

Lead on an aspect of the Federation improvement plan:



Charlotte Green

Laura Robitaille

Sara Day

Stevie Hignett

Safeguarding

Safeguarding is not just about the policies and practices at the Federation, it is about the culture.

Safeguarding is everybody's business.

We ask all members of staff to ensure that they wear their ID tags and encourage all members of staff and children to challenge adults who are not clearly identifiable as visitors or members of staff. Anyone entering the premises is expected to sign in and identify themselves. The exception is for whole school performances where access to the rest of the school is supervised and restricted.

All staff must ensure they are familiar with our Safeguarding policies and procedures on appointment. They are aware of their duties and responsibilities under the most current national guidance this includes:

- Keeping Children Safe in Education
- Prevent (online training)
- What to do if you are worried a child is being abused: Advice for practitioners.

The Designated Safeguarding Leads (DSLs) at both schools can be found on the posters displayed around school and are named below:

Fawcett

Oriana Dalton (Exec Head)
Jemma Calverley (HoS)
Clare Wilkinson (AHT)
Katie Fisher (AHT)
Sonja Waldman (FPW)

Trumpington Meadows

Oriana Dalton (Exec Head)
Sarah Buckerfield (HoS) **mat leave**
Ollie Monro (HoS)
Charlotte Clayton-Smith (AHT)
Sonja Waldman (FPW)
Rachael Downing (SENCO) **mat leave**
Anna Cusano (EYFS Inclusion Co Ord)

At the Federation, we use a recording system called My Concern to log concerns on an online database. If a member of staff has an immediate and urgent concern about a child they must speak to a DSL immediately.

How we use My Concern at the Federation:

Often we find it is not one significant issue that leads to a child or family needing support or being identified as being at risk or vulnerable. It can be small changes in behaviour, presentation, contact, attitudes to learning, progress etc. Staff must log any concerns / unusual patterns of behaviour in order to build a chronology of events to help build a picture.

Staff and visitors to our schools, through their day to day contact with pupils and families have a responsibility to:

- Identify and raise concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells you they are being abused or neglected
- Follow the referral process if you have a concern. (use the link below)

All members of staff have access to My Concern. A failure to report concerns and follow agreed policies and procedures can be considered a failure in duty of care and result in disciplinary procedures and or dismissal. How to use and access My Concern will be included as part of your induction and you can access a suite of safeguarding training information here:

<https://drive.google.com/drive/folders/1aqdJYj9P4wKT26CgdcNxrKJ7hJvLQmBw>



Fawcett Primary School was visited by OFSTED in late November 2021. This was a two day inspection which identified that the school was a good school. A copy of the report can be found here:
<https://files.ofsted.gov.uk/v1/file/50176200>



Trumpington Meadows was last inspected on the 7th June 2023. This was a two day inspection which identified that the school was a good school. A copy of the report can be found here:
<https://reports.ofsted.gov.uk/provider/21/136802>

What is it like to attend this school?

Pupils enjoy school. They experience a broad curriculum that extends their knowledge and interests across a wide range of subjects. Pupils work hard in lessons. They listen carefully and explore ideas together. Pupils enjoy taking part in trips because this helps them remember more about their learning. Pupils are well prepared for the next stage of their education. Pupils say they feel part of a community where everyone is valued. Pupils help leaders make decisions that improve the school. Elected members of the school council take their role seriously in representing their peers. Pupils behave well in lessons and at breaktimes. Classrooms are calm places to be. Children in the early years foundation stage learn the routines that help them to be successful in school. Relationships between staff and pupils are positive. Pupils feel safe. They are confident that adults will help them resolve any worries or issues they may have. Incidents of bullying are rare. Pupils know the importance of speaking up if they think that bullying could be taking place. Parents are positive about the school. They appreciate the dedication and kindness of staff, and the support their children receive that helps them to be confident in their learning.

What does the school need to do to improve?

In a small number of subjects, such as geography, leaders have not fully refined their curriculum plans. Pupils do not build strong enough knowledge in these subjects. Leaders need to review the curriculum in these subjects to ensure pupils achieve well. The provision for pupils with SEND is not as strong in the foundation subjects as it is in English and mathematics. Pupils with SEND do not achieve consistently well across all subjects. Leaders should ensure that the curriculum is adapted equally well across all subjects.

What is it like to attend this school?

Pupils enjoy being at Trumpington Meadows. Younger pupils have lots of interesting activities to explore. Older pupils find lessons engaging and informative. Pupils feel safe as they are comfortable talking to staff about any worries. Pupils rise to leaders' high expectations. Pupils learn a rich and broad curriculum. They enjoy reading regularly. They get to take risks safely and explore nature in the forest school. Pupils get extra help with their learning when they need it. A small number of pupils miss out on important learning because they are absent frequently. Overall, however, pupils achieve well. Pupils are accepting of difference. They see themselves as part of one school community. Pupils behave well in lessons. They learn about how to share and take turns, right from early years. Many pupils enjoy playing competitive games at lunchtime and breaktime. Staff are on hand to help resolve any friendship issues or disagreements that occur. Pupils are proud of their meaningful leadership roles. They have recently raised over £500 for charity. Pupils also enjoy an extensive range of trips and wider experiences that broaden and enrich what they learn in school. Pupils were recently visited by a Team GB athlete and attended a poetry event.

What does the school need to do to improve?

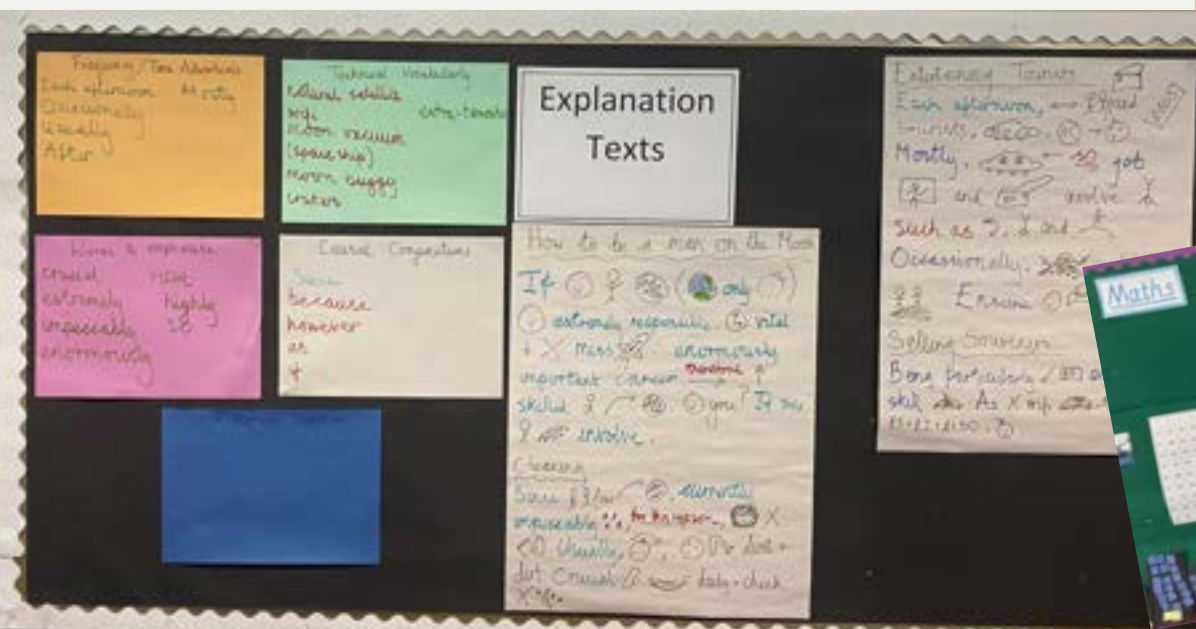
A minority of pupils are persistently absent. This means that these pupils miss out on important learning and do not achieve as well as they should. Leaders need to ensure that all barriers to persistent non-attendance are identified and that their systems for supporting attendance enable all pupils to attend regularly.

Working Together

Whilst we appreciate that it is not always possible to look on the bright side of life, we encourage staff to raise concerns with someone who can do something about the problem or come with a possible solution. We appreciate feedback but want to avoid “Mood Hoovers”. The well-being of all members of our community is important.

Teamwork and collaboration are a strength at the Federation. We provide all new members of staff with an induction process, to support you in getting to know the school systems and processes. All members of staff also have an identified line manager.

We encourage staff to engage in collaborative practice through coaching and peer to peer support to focus on aspects of their practice they wish to improve or develop. This has also included year groups carrying out a ‘lesson study’ as a team.



Professional development

We are a learning community and actively encourage staff across the Federation to engage in further study and learning.

When the term “professional development,” is used, this can usually be interpreted as meaning a formal process such as attendance at a conference, seminar, or workshop. However, professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague’s work, or other learning from a peer.

At the Federation, we believe that effective professional development for staff is the key to securing effective teaching and learning. We provide opportunities for staff to collaborate, share their expertise and have access to in-house and external training to ensure opportunities for staff to reflect, engage in dialogue and develop their knowledge and expertise.

We encourage all staff to familiarise themselves with the agreed professional standards:

Teachers:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf

Teaching Assistants:

<http://maximisingtas.co.uk/assets/content/ta-standards-final-june2016-1.pdf>

Leadership:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf



All FT equivalent teachers are provided with additional PPA time in addition to the 10% requirement. This additional time can be directed. **We ask all teachers to ensure that they use one session a term to visit another setting, and observe a colleague teach.**

If you are an ECT, starting your career at the Federation, you will not be part of the performance management process until you have completed your ECT training but will have bespoke development support. All other staff have an entitlement to a performance management review and a termly professional development conversation.

Our performance management policies are available on the shared drive. All teachers and TAs are expected to annually self-evaluate against the relevant standards.

All staff are expected to set a minimum of 3 targets. Targets should link to the school improvement plan. One target should be linked to pupil progress and the children you teach. Another target should be linked to a phase or year group target e.g. in Year 1 and 2 this could be linked to improving outcomes in phonics. The third target should be a personal professional target linked to the school improvement plan.

All teachers who are post-threshold are expected to demonstrate how they continue to make a sustained and substantial contribution to the life of the school beyond their class and year group and should self-assess against the agreed threshold criteria.

Professional development

The following is a guide to the types of training and support you will have access to as a member of staff at the Federation:

| ECT | RQT | Teacher in their fourth year | Teacher in their fifth year | Teacher in their 6th Year |
|---|---|--|--|---|
| <p>We will provide our ECTs with a full programme of support</p> <p>Where possible we will employ the ECT for five days prior to them taking up post to provide a detailed induction program and opportunities to meet the children they will be teaching.</p> <p>All ECTs will be assigned a mentor and will be supported by year group colleagues as part of their induction plan.</p> <p>A member of the SLT will be assigned to each ECT and mentor to quality assure and ensure a full program of induction is achieved.</p> <p>ECTs will have a minimum of one observation a half term and will be expected to use some of the additional release time provided to observe colleagues and make two visits to schools outside the federation. A tailored support program will be developed at the start of the ECT induction period and will be carefully managed throughout this training period</p> <p>Attendance at the Cambridgeshire NQT conference</p> <p>Support from experienced teachers in key aspects of our curriculum e.g. T4W, Calculations etc.</p> | <p>Where possible we will ensure RQTs are given an opportunity to consolidate their first two years and remain in the same year group.</p> <p>We will introduce you to the systems and processes used for performance management and set targets for the year ahead:</p> <p>All staff have a minimum of 3 Performance Management targets:</p> <ol style="list-style-type: none"> 1. A pupil progress target 2. A school improvement priority 3. A personal development target linked to an area you would like to develop. <p>As an RQT you will have a fourth which will be taken from your final assessment</p> <p>You will be expected to participate in a working group and start to develop knowledge and expertise in an area of the curriculum</p> <p>Use of additional PPA time:</p> <p>A minimum of 3 visits must be undertaken to other schools across the year</p> <p>A minimum of one lesson study will be undertaken a year</p> <p>3 formal observations to be undertaken by mentor across the year to support professional development.</p> | <p>Where possible there will be an option to consolidate learning in the same year group for another year or to move to a different year group.</p> <p>Teachers in their third year will be expected to join a subject group. Subject groups contribute to the development, resourcing and oversight of an area of the curriculum.</p> <p>The aim being to support teachers in developing an understanding of middle leadership.</p> <p>Where subject areas are a key priority in the SDP working groups from across the federation will be established. All teachers are expected to join a working group.</p> <p>Additional CPD will be provided in Middle leadership: this will be provided by the teaching school and/or within house depending on demand.</p> <p>A menu of external CPD opportunities will be provided linked to school improvement priorities from which teachers may choose.</p> <p>Use of additional PPA time:</p> <p>A minimum of 3 visits must be undertaken to other schools across the year</p> <p>A minimum of one lesson study will be undertaken a year.</p> | <p>Teachers who have taught in the same year group for three years will be expected to move.</p> <p>Teachers in their fourth year will be expected to continue to work as part of a subject group and take an increasing role.</p> <p>Where consistently good outcomes, progress in achieving PM targets and consistent quality teaching and learning can be evidenced, the federation will:</p> <ol style="list-style-type: none"> 1. Provide the opportunity for staff to engage in further professional study: e.g. the NPQML, SENDco qualification, MEd. (This may be dependent on cost and demand.) 2. Expect you to share your experience and contribute to staff development - this may be mentoring a TA, an NQT or having a student. <p>Coaching opportunities to work alongside a member of the SLT and or an expert teacher to develop a specific interest or skill.</p> <p>Use of additional PPA time:</p> <p>A minimum of 3 visits must be undertaken to other schools across the year</p> <p>A minimum of one lesson study will be undertaken a year.</p> | <p>We will try to ensure that teachers spend at least 2 years in a year group before asking them to move to ensure staff get a range of experience within the primary phase.</p> <p>The opportunity to lead a subject group - subject groups contribute to the development resourcing and oversight of an area of the curriculum and to manage a budget.</p> <p>Where consistently good outcomes, progress in achieving PM targets and consistent quality teaching and learning can be evidenced, the federation will:</p> <ol style="list-style-type: none"> 1. Provide the opportunity for staff to engage in further professional study: e.g. the NPQML, SENDco qualification, MEd. (This may be dependent on cost and demand.) 2. Expect you to share your experience and contribute to staff development - this may be mentoring a TA, an NQT or having a student. <p>Coaching opportunities to work alongside a member of the SLT and or an expert teacher to develop a specific skill or interest.</p> <p>The opportunity to lead a subject group - subject groups contribute to the development resourcing and oversight of an area of the curriculum and to manage a budget.</p> |

Teaching and Learning

'The greatest sign of success for a teacher is to be able to say, 'The children are now working as if I did not exist.'

Maria Montessori



'Teach the way you'd want to be taught.'

Unknown

'Teaching is the highest form of understanding.'

Aristotle

'Teaching is the one profession that creates all other professions.'

Unknown

'The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.'

William Arthur Ward



Teaching and Learning: The 4 Cs

Curriculum

We aim to provide an ambitious, relevant and engaging curriculum.

Consistency and Standards

We have a consistent set of standards and expectations with regards to:

- behaviour
- presentation
- planning
- Expected outcomes

Challenge and adaptations

We need to ensure that we are providing appropriate challenge and enabling all children to be able to access the curriculum by making appropriate adaptations. We have high expectations for all.

Conditions for learning

All classes will have an agreed learning environment and set of equipment to support teaching and learning including:

- Interactive white board
- White board
- Flip chart
- 100 Square
- Counting stick
- Set of dictionaries (15)
- Teacher cupboard
- A set of Dienes
- Numicon
- Table top Maths resources
- Map of the World/Globe
- Time out area
- Rights and responsibilities poster

Curriculum

Instead of a national curriculum for education,
what is really needed is an individual
curriculum for every child

Let the questions be the curriculum.
Socrates

*We must never return to the Julie
Andrews curriculum where we teach "a
few of my favorite things"!*
Andy Hargreaves

*If the curriculum we use to teach our children
does not connect in positive ways to the culture
young people bring to school, it is doomed to
failure.*
Lisa Delpit

School systems should base their curriculum
not on the idea of separate subjects, but on
the much more fertile idea of disciplines...
which makes possible a fluid and dynamic
curriculum that is interdisciplinary
Ken Robinson

Curriculum

"Learning is not attained by chance, it must be sought for with ardor and attended to with diligence."

Abigail Adams

Here at the Federation we have worked across our schools to develop a curriculum which is broad, balanced and engaging. The curriculum for each year group and subject areas has been carefully planned to ensure progression, and depth.

As Foundation schools, we are required to follow the national curriculum. We have used the ingredients prescribed in the national curriculum to develop our curriculum models but also have drawn on the vibrant context and wealth of resources afforded to us by being based in Cambridge. Our current focus is on building a bank of resources to ensure that staff have the resources they need to deliver the curriculum we have planned and supporting and developing subject leaders.

In developing our curriculum overviews we have used the format adopted in T4W of Imitation, Innovation, Independent Application and adapted it.

We also map out the core vocabulary that children need to know and understand to be able to access and understand what is being taught.

Our curriculum is progressive and carefully sequenced so that children have the knowledge and skills they need to progress to the next stage of their education.

Intent, Implementation and Impact

When OFSTED first introduced the education inspection framework the terms intent, Implementation and impact were used to describe aspects of the curriculum. These terms have now been removed.

The quality of the curriculum we provide is judged by:

- The content of the curriculum - the plans and intended curriculum we have developed for each subject.
- How the curriculum is implemented by skilled practitioners in the classroom and ensuring that what is planned is taught.
- The outcomes for pupils and their readiness for the next stage in their education.

At the federation we know and understand the importance of ensuring that all children are able to read in order that they can access the curriculum.

Children at the early stages of reading have access to a regular diet of phonics and support to ensure they have the tools to be able to read and write as quickly as possible and therefore access the challenging curriculum content and knowledge across all subjects.

We are all leaders at the federation and once staff have completed their ECT training all teachers have a subject responsibility. There are, where possible, two subject leaders for each subject one based in each school. Opportunities are provided for partnership/paired working and curriculum areas are reviewed on a three yearly cycle to ensure that the curriculum is fit for purpose. This enables us to prioritise funding and training and ensure focus and impact.



British Values

At The Trumpington Federation, we take our responsibility very seriously to support our children in becoming good local, national and global citizens of the future; nurturing and modelling high expectations of care and respect for one another.

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

Our Federation reflects British values in all that we do, underpinned by universal values which can be seen as equally relevant whether our families are from faith or non-faith background. These core values are regularly endorsed through high quality teaching across the curriculum, through assemblies, and by a positive behaviour policy which allows children to develop and demonstrate skills and attributes that will enable them to contribute positively to life in Modern Britain.

We encourage all our children to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our schools. We teach children to consider each other's ideas and opinions, share responsibilities and respect other people's views. This develops in our children an understanding of our Federation values, as well as, an appreciation of fundamental British values.

Whole school and PTA events such as the Winter Fayre and STEM event reinforces our children's understanding of their important place within our local community and beyond.

We help children to remember the British Values through the thumb and finger model:



Thumb – **Democracy** – up or down to give opinion.

Index finger – **Rule of law** - pointing

Middle finger – **Tolerance of different faiths and beliefs** – tallest finger pointing to God.

Ring Finger – **Mutual respect** – wedding ring – respect for other people

Little finger – **Individual liberty** – sticks out on its own.

British Values: Democracy

Democracy is embedded here at The Trumpington Federation. Children are always listened to by adults and are taught to listen carefully, with concern for each other, respecting the right of every individual to have their opinions and voices heard.

Children undertake roles and responsibilities, such as Head and Deputy Head Boy and Girl, School Council representatives, Environment Champions, Librarians, Playground Champions, Hall and Office Monitors and House Team captains. They make a positive impact on school development and the life of our schools. We believe these responsibilities encourage a growth mindset in children, together with personal and social skills, such as aspiration and co-operation. The elections of our School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

Children have many opportunities for their voices to be heard and are actively encouraged to share their ideas and interests and make a meaningful contribution to the running of our schools. Pupil voice is shared via regular School Council meetings which ensure that children at The Trumpington Federation are involved in the development of our schools. Feedback from the children is vital so we can ensure we are meeting the needs of our learners and maintaining relevance and interest. It also empowers children to share their opinions and make a difference for the wider school community.

Ensuring that pupil voice is part of classroom practice means that children are motivated by their learning. This area is often closely linked to choice and steering learning; however, it can be more than allowing children to steer a theme in a certain direction. It can also be ensuring that our planning takes into account their interests, popular culture, as well as current affairs and world events which the pupils are engaged with or excited by.



| Curriculum Area | Evidence |
|-----------------|--|
| School council | School Council are voted for by the children. |
| Topic | Children are asked for their feedback in respect of our curriculum and how we can improve it and in some cases to contribute to the planning (EYFS). |
| PE | During all PE lessons, teamwork and sportspersonship is encouraged. |
| PSHE | Children are encouraged to listen respectfully. |

British Values: Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at The Trumpington Federation.

Through our clear and positive behaviour policy, we develop our children's understanding of the importance of following rules; that they keep us and those around us safe. Children's self-regulation and understanding that their behaviour affects others and may have consequences is also a crucial part of learning across our Federation.

We give the children lots of small roles with responsibility through the Federation, for example, Environment Champions, Librarians and Playground Champions. This helps them feel a sense of pride and self-worth; which reinforces an understanding of what is 'the right thing to do.'

Visits from community partners such as the police and fire service also help to develop our children's understanding of roles within society.



| Curriculum Area | Evidence |
|-----------------|---|
| Behaviour | Children understand and follow the schools' three core rights and responsibilities. A reflection opportunity is included as part of our behaviour policy. This time promotes the value of reflection but also underlines the importance of encourage consideration of consequences. |
| PSHE | Discussions in PSHE sessions take place on their right to feel safe. Pupils are able to discuss important issues and respectfully share their ideas with others. |
| PE | Computing lessons remind children on e-safety, how to keep safe and who can help them to stay safe. |
| Assemblies | NSPCC assemblies have been held based on the theme, "Speak out. Stay safe." Police officers have delivered assemblies for our Y6 pupils to raise the awareness of knife crime. |
| Policies | Our behaviour, e-safety and anti-bullying policies set clear boundaries that promote the rule of law. |

British Values: Individual Liberty

At The Trumpington Federation, children are given the freedom to make choices, knowing that they are in a safe and supportive environment.

Children are offered a broad and balanced curriculum and children are able to make choices within the curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. They are supported to develop self-knowledge, self-confidence and resilience to cope with set-backs. The RE and PSHE curriculum reinforce opportunities to explore views and opinions.



| Curriculum Area | Evidence |
|--------------------|--|
| Vision and ethos | Pupils helped us to identify our core vision and values. These are displayed on murals at both schools and referred to regularly in assemblies. |
| PSHE | Children are increasingly able to show independence in learning and to think for themselves, and our curriculum / values provides them with opportunities to be reflective in their learning / choices. Our broad range of PSHE books celebrate equality and diversity and encourage children to challenge stereotypes. Class debates offer the opportunity for children to have their say and acknowledge the thoughts and reasoning of others. |
| After-school clubs | Pupils are given the freedom to make choices on which and how many they would like to attend. |

British Values: Individual Liberty

We will shortly be working on the OPAL project which will improve the quality of play opportunities throughout the school day. Through this project, children will learn boundaries and how to take 'safe risks' through our outdoor learning curriculum.



| Curriculum Area | Evidence |
|--------------------------------|--|
| Play times | Children make sensible choices at lunch time in respect of activities offered. Our 'playpod scrapstore' offers all children the variety, and freedom to extend the possibilities of play. |
| Lunches | Children get to choose from a wide range of healthy options. Our catering company regularly provide themed lunches to create excitement around the choices, for example, for Lunar New Year, World Book Day etc. which give children exciting new choices. |
| Fundraising | Pupils are given the opportunity to design and support fundraising events. |
| Learning outside the classroom | Children are offered the opportunity to take part in numerous events outside of school including The Primary Maths Challenge, Young Voices Choir and sporting festivals. |
| Roles and Responsibilities | Children have opportunities for independence such as moving freely around school, taking messages or registers and choosing lunch choices; pupils across school have key roles and responsibilities |

British Values: Mutual Respect

The Federation has a very strong inclusive ethos of care and respect developed around our core rights and responsibilities and behaviour policy. Respect is modelled, taught and expected every day and forms a key part of our value system. Our approach is one of promoting values of good behaviour within an ethos which fosters discipline and mutual respect between pupils, between staff and pupils, and between all members of our community. We do this by providing strategies to assist children in demonstrating the '5Rs' - resilience, readiness, resourcefulness, reflectiveness and responsibility.

Our staff, governors and pupils contributed to our updated vision and values which identify our Federation's core principles; these are founded on mutual respect. These are the values we hope and aspire that our children will foster during their time at our schools. We look at examples of these values in practice through weekly assemblies and reflect on their importance.



| Curriculum Area | Evidence |
|------------------|--|
| Vision and ethos | <p>At the Trumpington Federation all members of our community have three core rights:</p> <ul style="list-style-type: none">• The right to learn without unfair distraction• The right to be safe physically and emotionally• The right to be treated with respect <p>With those rights comes the responsibility to respect the rights of others and to ensure that our behaviour does not impact on the rights of other members of our community.</p> |
| Resources | <p>We have invested in a large selection of books to support the teaching of PSHE. Topics covered include: emotions, identity, families, gender, stereotypes and LGBTQ+. Many of these books have been paired with lesson ideas/questions to support teachers.</p> |
| RE / PSHE | <p>These subjects allow us to discuss differences between people, such as differences of faith, ethnicity, disability and gender and differences of family situations, such as looked-after children or young carers. We encourage children to challenge prejudicial or discriminatory behaviour.</p> |

British Values: Tolerance of other faiths and beliefs

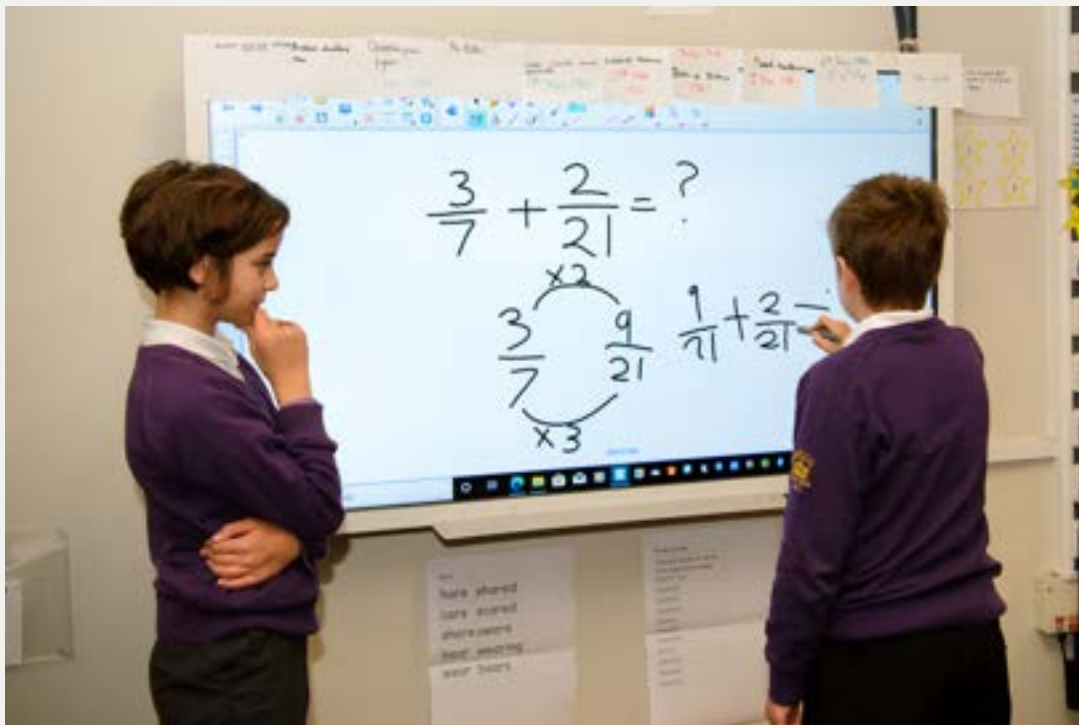
At The Trumpington Federation we understand our role in preparing the children to take their place in a culturally diverse society. We recognise that our children come from a wide variety of backgrounds, including children from faith and non-faith communities. It is the Federation's aim to develop well-rounded citizens who understand religion, appreciate similarities and differences within and across religions, can embrace diversity, respect individuals and are able to express their own thoughts and beliefs whilst showing respect and tolerance of others' thoughts and beliefs.

Through our curriculum and enhancing the pupils' understanding, we are able to prepare them for life beyond The Trumpington Federation. We ensure that assemblies and discussions involving prejudices and prejudice-based bullying are delivered and that the key messages are then re-enforced through the curriculum, trips and extra-curricular activities.



| Curriculum Area | Evidence |
|---------------------|--|
| RE | <p>We follow the Cambridgeshire agreed syllabus and our curriculum therefore covers a broad spectrum of religions to develop our pupils' religious literacy. One agreed aim of the syllabus is for pupils to develop attitudes of respect towards other people who hold views and beliefs different from their own. Our RE curriculum enables pupils to ask questions, acquire new knowledge with empathy and develop their personal position. Pupils are encouraged continually to explore the similarities and differences between themselves and their peers and to accept everyone's right to 'difference'. Pupils of different faiths, religions and cultures are invited to share their knowledge to enhance learning within classes and the school.</p> |
| Safeguarding | <p>There is an inclusion team and a number of Designated Safeguarding Leads who support the safety of all children and adults. They have also attended training that is linked to FGM, sexualisation and radicalisation. All staff are Level 1 Safeguarding and PREVENT trained. They are aware of how to share concerns.</p> |
| Visits and Visitors | <p>Children are given the opportunity to develop an understanding and respect of a range of groups from different ethnic, religious and socio-economic backgrounds. This is being achieved through a range of visits and visitors, resources and assemblies.</p> |

Mathematics



Reasoning is a key focus within maths teaching - children receive regular opportunities to solve problems and reason mathematically. This will involve children discussing their strategies and solving problems in groups but also being able to explain their thinking in written form, proving or explaining mathematical statements.

Children are expected to use precise mathematical vocabulary, and this will be modelled in lessons by teachers and form part of the classroom environment.

Fluency is another key focus of maths teaching at the Federation. Children should receive daily practice of key maths facts - number bonds, times tables - and should be regularly practising their written and mental calculation methods in a variety of different contexts. We have developed a systematic approach to the teaching of times tables, including pre- and post-teaching assessment and incentives, with each year group responsible for particular times tables. Pupils have an account on 'Times Tables Rockstars' which allows them to practise their times tables, competing against one another. Teachers are able to select which times tables different pupils can practise to allow the right level of challenge - ensuring all pupils are prepared for the Year 4 multiplication check and Year 6 SATs.

Children are given opportunities to develop their mathematical skills in other subjects and practical maths activities are a regular part of the curriculum. The school has invested in new hands on resources and manipulatives to support maths teaching whilst children also have the chance to engage with maths in the world around them. All children should leave the Federation as competent mathematicians (both in terms of calculating and problem-solving), able to use these skills confidently in real-life scenarios.

Our approach to teaching Maths has developed in recent years. We have developed a Calculation Policy which outlines the written approaches children should be using to calculate at different stages of their learning journey. We use the White Rose Maths overviews and schemata alongside other resources. We have also adapted our approach to teaching mathematics. At the start of each Maths topic, teachers carry out a 'cold task' assessment, using this to identify which areas children need to focus on within the unit. Targets from the National Curriculum are then used to ensure tasks are pitched appropriately for each year group. At the end of the unit, a 'warm task' is completed to show the progress across the previous weeks. Children who are still struggling with specific areas of the curriculum will receive additional opportunities to practice these skills in the future.

Speaking and Listening

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

At the Trumpington Federation, we explicitly teach new vocabulary and will pre-teach vocabulary for some pupils, where appropriate, to ensure they are able to access the curriculum and use the technical vocabulary required. We aim to close the gap between "word poor" and "word rich" students, by encouraging pupils to broaden their vocabulary through the inclusion of a class word bank linked to the areas of study.

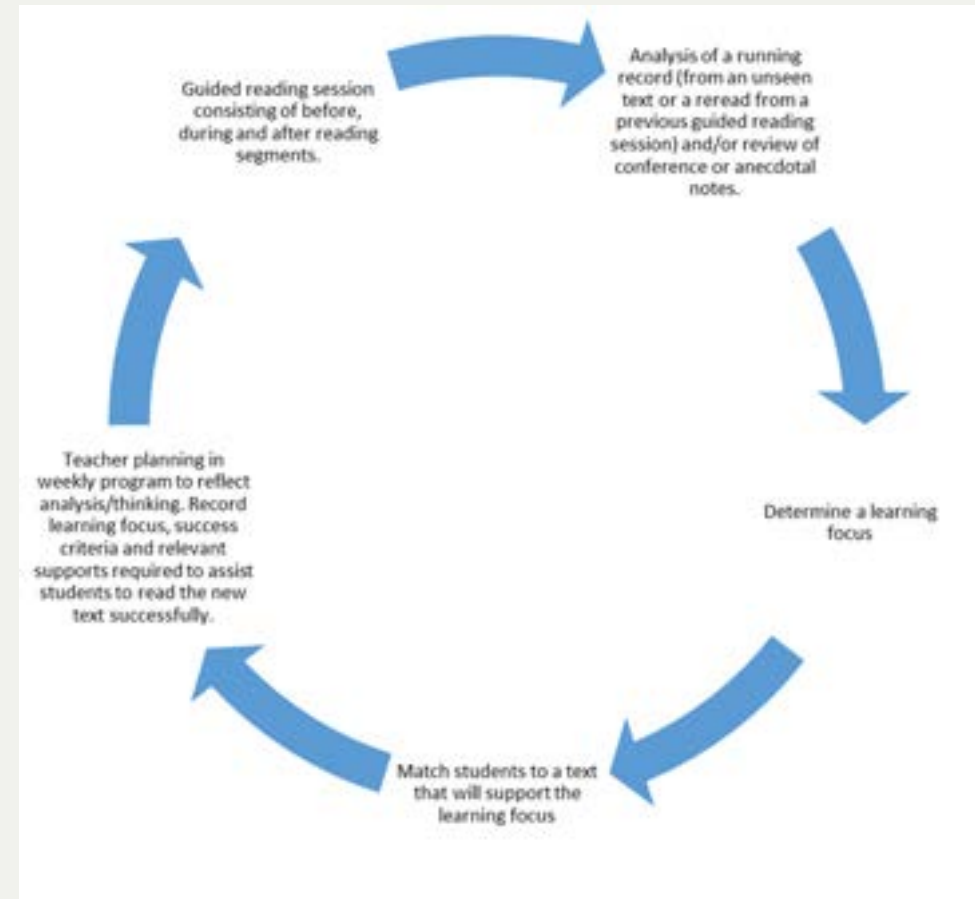
Each topic or termly theme should include the opportunity for children to engage in debates and discussions. You can find some guidance on debating in schools here:

https://www.teachprimary.com/learning_resources/view/implementing-debates-in-the-primary-classroom

<https://www.scholastic.com/content/dam/teachers/blogs/justin-lim/migrated-files/debate-guide.pdf>

We ask teachers when planning to identify the vocabulary that will need to be explicitly taught and understood in order for children to make progress in their learning. At the Federation we use talking partners. A useful guide to how talking partners can be used effectively was produced by the Lancashire Grid for Learning: Talk Partners: A Guidance Booklet for Schools. You can find this at the link below:

[https://www.lancsngfl.ac.uk/curriculum/assessment/download/file/05%20Talk%20Partners%20A%20guidance%20document%20for%20schools1.p
df](https://www.lancsngfl.ac.uk/curriculum/assessment/download/file/05%20Talk%20Partners%20A%20guidance%20document%20for%20schools1.pdf)



The Importance of Early Reading

It is our expectation that all children will be able to read fluently by the time they leave primary school. If children cannot read, their access to the rest of the curriculum is limited. We believe that the key to pupils' success is their ability to read.

In order to make this happen we start using the 'Teeny Reading Seed' phonics resources in Nursery. Singing songs, learning rhymes and focusing on speaking and listening in a language rich environment.

Starting in Reception class, at the Federation, we use Phonics International, this is a validated scheme with the DFE.

As soon as children start school we:

- Start high quality phonics provision from day one, using a full synthetic phonics programme
- Reception start at unit 1 and progress to unit 4 throughout the year with incidental sounds taught long the way
- Teach daily phonics sessions and two new sounds are taught per week with actions to support memory

Each session contains a review, introduction of new learning and learner practice of reading and writing. Children complete their own individual learning resources. Small group support is provided for those that are making slower progress. Children are encouraged to bring their book bag containing their phonics folder to school daily - this continues throughout KS1.

In KS1 the phonics routine continues with daily sessions, teaching two new sounds per week with increasing complexity of resources used to support the independent application for reading and spelling. By the end of Year 2 we aim to have completed all 12 units of progression.

Reading regularly is of paramount importance in the progress of a child's learning. We encourage all children to read daily for homework. Where children do not regularly read at home, it is essential that they are targeted for additional reading support in school. We have regular guiding reading sessions in class and volunteers to support the additional practice of reading for some children.

Phonics progression

| | the main letter/s-sound correspondences introduced and/or revisited in each unit |
|---------|--|
| unit 1 | s a t i p n c k ck e h r |
| unit 2 | m d g o u l -ll f -ff s -ss b j y ai ay w oa ow ie igh -le o |
| unit 3 | ee or z -zz w wh ea e-ca /z/ s se ze |
| unit 4 | ng nk v ve oo-oo y -y x ch sh th-th |
| unit 5 | qu ou ow-ow oi oy ue-ue er ar -ve -ce s-ss ge- -se y-y-y |
| unit 6 | ce,ci,cy ge,gi,gy o-oe 'oes' ie,i-e ee,e-e oe,o-e ae,a-e ue,u-e air are ear ere eer ear ere ler ir ur ear wor er,our -re |
| unit 7 | le il al el aw au al oar oor ore our ch,tch ge,dge x,x kn wr mb sc gu bu ch rh |
| unit 8 | sh,ch ti ci ssi /zh/ si s z g ge ou 'ous' ph gh g,gg,gh ch,ch,ch wa qua war gn st |
| unit 9 | -ey igh -ea -aigh -ey -ie -y -ie ei |
| unit 10 | -o -ew -ui -ou -o eu ew -lew |
| unit 11 | ough augh ch qu -que quar |
| unit 12 | -que -ine -ine -ine mn ps alm alt -ture -eau -re |

Phonics International

Systematic Synthetic Phonics:

Teach alphabetic code **knowledge**

Teach the **three core skills**
and their **sub-skills**

Apply to **cumulative words**
and **extend** to sentences and texts

www.phonicsinternational.com

CORE SKILL 1

Decode for **READING**:
PRINT-TO-SOUND

- i) Scan all-through-the-printed-word to recognise any letter groups
- ii) Say the sounds for the graphemes and blend to 'discern' and say the target word (use cumulative words, sentences and texts)
- iii) Modify the pronunciation of the target word if necessary

Sub-skills of CORE SKILL 1

***Without print:** Attune the learner's 'ear' to phonemes (phonemic awareness) by adult saying the sounds (phonemes) all-through-a-spoken-word followed by saying the whole spoken word to train the learner to 'discern' the intended word from its constituent sounds

***With print:** Train the learner to recognise letters and letter groups and to 'say the sounds' in automatic response (typically with flash cards, grapheme tiles and say the sounds posters)

Incidental Phonics Teaching:

Teach **any** letter/s-sound correspondence to any learner at any time – **as required** supported by main **Alphabetic Code Charts**

www.alphabeticcodecharts.com

Debbie Hepplewhite's Model of the three phonics core skills and their sub-skills

Sub-skills of CORE SKILL 3

- *Recognise correct orientation of letter shapes – and link to sounds at first
- *Understand the notion of capital and lower case letter shapes and be able to match the pairs
- *Understand that both capitals and lower case matched pairs **are code** for the same sounds
- *Know the relative sizes of letters and their correct positions on writing lines
- *Know the starting points and directionality of forming letters and practise with multi-sensory activities whilst saying the correct sounds (ranging from air-writing and arty activities to forming letters correctly with pencils on paper)
- *Learn about the **alphabet** and **alphabetical order** (through chanting or singing an alphabet song at first)
- *Know letter names for the letters
- *Hold a normal thickness pencil correctly with the tripod grip

CORE SKILL 3 HANDWRITING:

- *Form 26 upper case letters (capitals) and 26 lower case letters correctly on writing lines with tripod pencil grip
- *Write graphemes (letters and letter groups) in response to speech sounds (phonemes)
- *Also, write upper or lower case letter shapes in response to letter names
- *Understand the difference between letter names and sounds and when to use names or sounds (letter names used for alphabet work and relaying a precise spelling, letter name by letter name to another person)
- *Understand the difference between the 'alphabetic code' and 'the alphabet' and what each is used for

Alphabetic Code KNOWLEDGE
Systematically teach the 44+ phonemes and the many letter/s-sound correspondences of a 'simple' then 'complex' (extended) alphabetic code

Two-pronged approach
Introduce the letter/s-sound correspondences **systematically** but introduce **any code** at any time, **incidentally**, as required

Know that alphabetic code is **reversible**, from print-to-sound for decoding (reading) and from sound-to-print for encoding (spelling)

Sub-skills of CORE SKILL 2

- *Attune the learner's 'ear' to phonemes (phonemic awareness) by adult saying a whole spoken word slowly, followed by the adult saying the sounds all-through-the-spoken-word (use any spoken words, they do not have to be 'cumulative' for this practice)
- *The adult 'says the sound' as close as possible to phonemes in real speech (consider volume and pitch, avoid 'uh' on the end of consonant sounds) – followed by the learner: pointing to the letter or letter group; or selecting grapheme tiles; or air-writing the letter or letter group; or writing the grapheme on a whiteboard or, better still, writing on paper

CORE SKILL 2 Encode for **SPELLING**: SOUND-TO-PRINT

- i) Orally segment (identify the sounds) all-through-the-spoken-word from a cumulative word bank
- ii) Identify and select correct graphemes as code for the identified sounds
- iii) Write letter shapes when able
- iv) Sound out and blend to check spelling (over time, build up knowledge of spelling word banks)

Guidance for phonics routines: www.phonicsinternational.com/new_free_resources.html

Phonics International

Teach the **knowledge** of the alphabetic code (the letter/s-sound correspondences) and the **three core skills** and their **sub-skills**

Suggestions for good phonics routines and raising awareness of some common misunderstandings - by Debbie Hepplewhite

| Skill one: Decoding (reading: blending or synthesising) | Skill two: Encoding (spelling: oral segmenting and selecting graphemes) | Skill three: Handwriting |
|--|--|---|
| <p>Sub-skill without print:</p> <p>Adult says the separate sounds " /d/ /r/ /e/ /s/ ". Learners 'discern' or 'hear' the whole word 'dress' then say the whole word "dress".</p> <p>Try not to say the sounds with an added 'schwa' or 'uh' sound on the end – say the sounds as close as possible to 'real speech sounds'.</p> <p>If in doubt, to work out how to say the individual sounds, start with a whole spoken word and say it very, very slowly but as close as possible to the natural way of saying the word – and the individual sounds will become distinguishable as real speech sounds.</p> <p>Note that vowel sounds are often low and loud compared to consonant sounds. Avoid <u>monotone</u> 'robot talk' as this may result in all the sounds having the same volume and pitch unlike real speech sounds.</p> | <p>Sub-skill without print:</p> <p>Adult says the whole word "duck" <u>very slowly</u> so that the separate sounds start to become evident and then models how to orally segment (split up) the word into its separate sounds " /d/ /u/ /k/ ". Learners repeat the whole word "duck" and then repeat the separate sounds " /d/ /u/ /k/ ". Eventually the learners can do this independently for any short words building up to longer words. Chunk multi-syllable words into syllables first if necessary. Begin to do the oral segmenting process with left hand, palm facing, to tally the sounds to thumb and fingers. Make sure that learners know which is their left hand and right hand for this process. If everyone faces the same way, this is much easier. Do <u>not</u> repeat the whole word <u>after</u> saying the separate sounds. The last thing learners should say and hear are the separate sounds to support their spelling – not the whole word.</p> | <p>Sub-skill:</p> <p>Hold the pencil with the correct tripod grip. To make this child-friendly and fun, say "Froggy legs [thumb and index finger] grip the pencil at the end of the painted part [not on the sloping cone part] with the log under [the middle finger]". Sit at a correct-height desk with good posture and practise writing or drawing on paper.</p> <p>Use an incentive such as a beanbag frog to place on the table of the learners making a good effort – or use the frog as a reminder.</p> <p>Provide normal thickness pencils as small hands cannot grip fat pencils well enough. This might explain why many young learners hold the pencils on the cone part which then obscures their writing.</p> |
| <p>Sub-skill with print:</p> <p>Point to pre-printed graphemes that have been taught to date: "See the graphemes (letters or letter groups) and say the sounds."</p> <p>Make sure that this routine is very frequent using Grapheme Flash Cards, Say the Sounds Posters, Say the Sounds Strips. Place Say the Sounds Posters around the classroom and around the school and build them up in the learners' personal folders. Avoid loud calling out as this will lead to the 'schwa' or 'uh' being added. Provide opportunities for slower-to-process or reserved learners to do this in quiet places and small groups or one to one.</p> | <p>Sub-skill with print:</p> <p>Say the separate sounds as close to possible as real speech sounds that have been taught to date: "Hear the sounds, point to the graphemes." "Hear the sounds, write the graphemes." Use Grapheme Tiles for learners to select when they cannot write well enough. Learners can air-write the graphemes as they begin to learn letter formation. Introduce 'quickfire' activities for learners to write the graphemes on whiteboards or paper once they can handwrite.</p> | <p>Air-writing for directionality of letter shape formation: When modelling air-writing, do not face the learners and air-write in reverse, instead face the same way as the learners and model the air-writing in the correct direction for both you and them. Display an alphabet poster, or alphabet letter shapes, as a visual aid for upper and lower case letter shapes – with writing lines. Provide a small version to take home. Finger-tracing: Use the index finger of the writing hand to trace pre-printed letter shapes. Pencil-tracing: Trace pre-printed grey or dotted letter shapes with a pencil. Copying: Copy letter shapes with finger or pencil.</p> |

Phonics International

Core skill for **decoding** (blending):

1. Glance at (scan) the printed word from left to right to 'recognise' any letter groups.
2. Use the index finger to point directly under each grapheme (letters and letter groups) whilst saying the sounds as close to real speech-sounds as possible from left to right of the printed word.
3. Say the whole word whilst running the index finger left to right beneath the whole printed word.
4. Modify the pronunciation of the blended sounds into the real word's pronunciation if necessary.

If learners cannot 'discern' the word when they have said the sounds, train them to have more attempts automatically – building up the speed and fluency at which they say the sounds.

Then, if necessary, the adult can say the sounds as close as possible to real speech and, sometimes, the learner is then able to discern the word. Tick, or acknowledge, the letter/s-sound correspondences that the learner knew.

Make sure that there are supportive Frieze Posters nearby so that the learners can see the mnemonic prompts to remind them of the sounds.

Avoid doing too much for the learners – this results in 'learned helplessness'- learners may never get sufficient practice and independence to progress.

Do not restrict slow-to-learn pupils with only words consisting of **three letters and three sounds**. Model longer words, and provide longer words, as part of their daily practice as well as simple words.

Core skill for **encoding** (spelling-with-editing):

1. Adult stands and faces the same way as the learners, to their 'left', and models how to raise the left hand, palm facing, to tally the separate sounds on to thumb and fingers.
2. Say the focus word slowly and tally each sound identified to thumb and fingers in turn.
3. Then, count how many sounds are identified and write 'sound dashes' top left of board or paper (draw the lines from left to right). The sound dashes are used to account for a grapheme per sound, but also act as **writing lines**.
4. Select Grapheme Tiles, or magnetic letters, or **write the graphemes** whilst saying each separate sound from beginning to end.
5. Finally, sound out and blend all-through-the-word (as if blending it for the first time) to check the spelling. Then 'tick' the spelling.
6. If a sound and grapheme is missing, demonstrate how to use an 'arrow head' in the correct place to add the missing grapheme. Cross off the spare sound dash if it has been replaced with an arrow head pointing to a grapheme. Re-check the spelling by sounding out and blending.

Repeat this routine frequently, and as learners progress, hold back on modelling the tallying and the rest of the routine to allow the learners the chance to do these things independently and show you.

Draw back the adult support over time and in response to the needs of the learners – but remember not to over-model even for the slower-to-learn pupils. Aim for as much **pupil-engagement** as possible.

Core skill for **handwriting**:

1. Correct tripod pencil grip (**– be vigilant!**)
 2. Correct posture sitting at desk
 3. Slightly slanted paper, use free hand to hold paper steady
 4. Write under the letters and words – don't hook hand and wrist around
 5. Say the sounds whilst writing graphemes or words – making links between graphemes and sounds
- Provide plenty of examples of letters, words and sentences on writing lines for learning correct position.
 - Provide writing lines for practising letter formation - mainly paper and pencil exercises.
 - Have very high expectations for pencil hold, letter formation and writing activities.

Mini whiteboards can be fit-for-purpose for 'quick-fire show me' activities but they are **not suitable** for sustained writing beyond graphemes and word level and learning how to hand-write well.

Make a record of how many learners currently throughout the school do not hold their pencils correctly, do not sit with good posture, do not form letter shapes correctly, and tend to hook their wrists round to write their words from the 'top' rather than 'beneath' the words. Aim to improve this record in both the short term and the long term.

For a print style and a fully joined handwriting style with free resources and an efficient method for teaching joined handwriting quickly, see www.debbiehepplewhitehandwriting.com

Guided Reading

Guided reading is an instructional practice or approach where teachers support a small group of students to read a text independently.

Guided reading sessions are made up of three parts:

- before reading discussion
- independent reading
- after reading discussion

The main goal of guided reading is to help students use reading strategies whilst reading for meaning independently.

Why we use guided reading:

Guided reading is informed by Vygotsky's (1978) Zone of Proximal Development and Bruner's (1986) notion of scaffolding, informed by Vygotsky's research. The practice of guided reading is based on the belief that the optimal learning for a reader occurs when they are assisted by an educator, or expert 'other', to read and understand a text with clear but limited guidance.

Guided reading allows students to practise and consolidate effective reading strategies. Vygotsky was particularly interested in the ways children were challenged and extended in their learning by adults. He argued that:

The most successful learning occurs when children are guided by adults towards learning things that they could not attempt on their own.

Accelerated reader is used as part of the reading menu and assessment system at the school.

Where children do not regularly read at home, it is essential that they are targeted for additional reading support in school. All children have a home reading record.

To support focussed teaching and learning, we encourage staff to use the content domains, and the end of year expectations documents, to support the teaching, learning and assessment focus.

KS1 Reading Content Domain Reference:

1a Drawing on knowledge of vocabulary to understand texts

1b Identify/explain the meaning of words in context

1c Identify and explain the sequence of events in texts

1d Make inferences from the text

1e Predict what might happen on the basis of what has been read so far

KS2 Reading Content domain reference

2a Give/explain the meaning of words in context

2b Retrieve and record information/identify key details from fiction and non-fiction

2c Summarise main ideas more than one paragraph

2d Make inferences from the text with evidence from the text

2e Predict what might happen from details stated and implied

2f Identify/explain how information/narrative content is related to meaning as a whole

2g Identify / explain how meaning is enhanced through choice of words and phrases

2h Make comparisons within the text

Accelerated Reader

At its heart, Accelerated Reader is simple. A child reads a book, takes an online quiz, and gets immediate feedback. Children respond to regular feedback and are motivated to make progress with their reading skills. Accelerated Reader gives teachers the information they need to monitor children's reading practice and make informed decisions to guide their future learning.

How does it work?

The books in our school library have been levelled against the Accelerated Reader programme. Children will choose a reading book at their level and on completion they will take an online quiz, if they pass the quiz they will gain points for their reading. One very important aspect of the Accelerated Reader programme is that children need to have read and understood the book to enable them to pass the online quiz. Children cannot have help to complete the quiz but will get feedback through a 'TOPS' Report every time they complete one. This stands for The Opportunity to Praise the Student, giving pupils the chance to recognise their successes and consider next steps.

Why reading every day makes such a difference:

| Child A | Child B | Child C |
|--|--|--|
| 20 minutes additional reading at home everyday | 5 minutes additional reading at home per day | 1 minute additional reading at home per day |
| 60 hours per school year | 15 hours per school year | 3 hours per school year |
| 1,800,000 words per school year (one million, eight hundred thousand words) | 282,000 words per school year (two hundred and eighty two thousand words) | 8000 words per school year (eight thousand words) |
| By the end of Y6, 60 whole days' reading | By the end of Y6, 12 days' reading | By the end of Y6, 3 days' reading |
| Reading scores usually within 90% range | Reading scores usually within 50% range | Reading scores usually within 10% range |

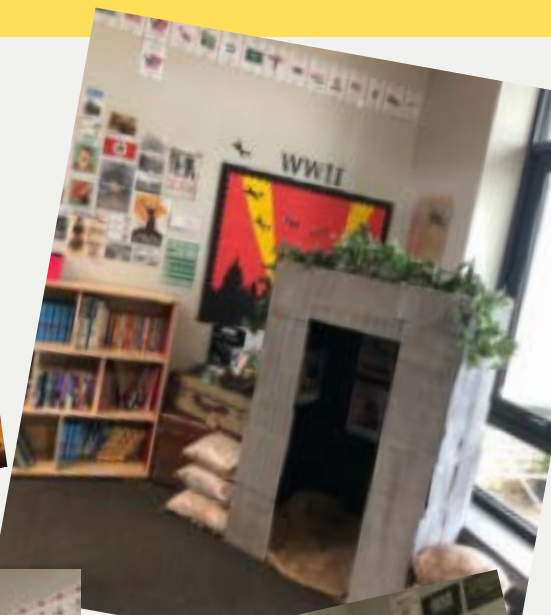
Accelerated Reader works alongside a programme called Star Reader. Regular STAR Reading assessments in school determine each child's current reading level and the range of book levels within which the child ought to be reading in order to make the greatest progress.

Children develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated. Through the use of individualised targets, teachers can personalise children's reading practice based on the quantity and complexity of the books they read.

The Accelerated Reader Book Finder website is a public search engine allowing children, teachers and parents to find appropriate books that interest every reader. The importance of daily personalised reading practice cannot be overstated. Recent studies indicate that when children spend 25 minutes a day reading suitably challenging books which they successfully understand (demonstrated by achieving 90% or more on the reading practice quiz), then they will achieve optimal reading age growth. This is the power of personalised practice.

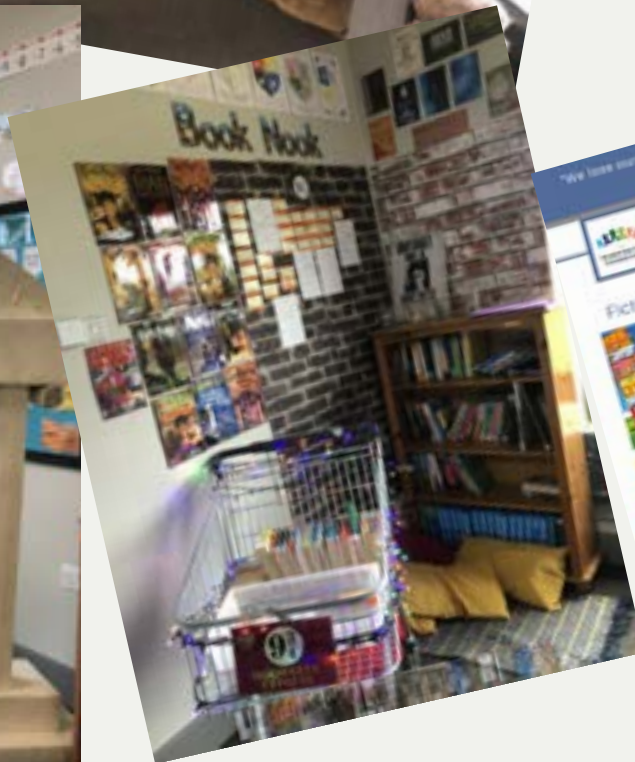
A comprehensive set of reports reveals how much a child has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills development are also measured, giving teachers insight into how well pupils have responded to reading schemes and class instruction.

A Love of Reading



All classes are expected to have an engaging and inviting reading corner which promotes reading and provides a range of text types and genres.

The last 15 minutes of the school day is designated story-time. This is a time for classes to enjoy a high quality text and share books together. As a Federation, we have created our own reading spine which recommends the core texts that every child should enjoy as part of their reading diet at our schools. These books are progressive in content and difficulty and ensure our children have access to a broad range of appropriate and challenging texts that build their vocabulary and understanding.



Handwriting

When writing, children need to be able to:

- Write without thinking about how to write
- Concentrate on what they want to write

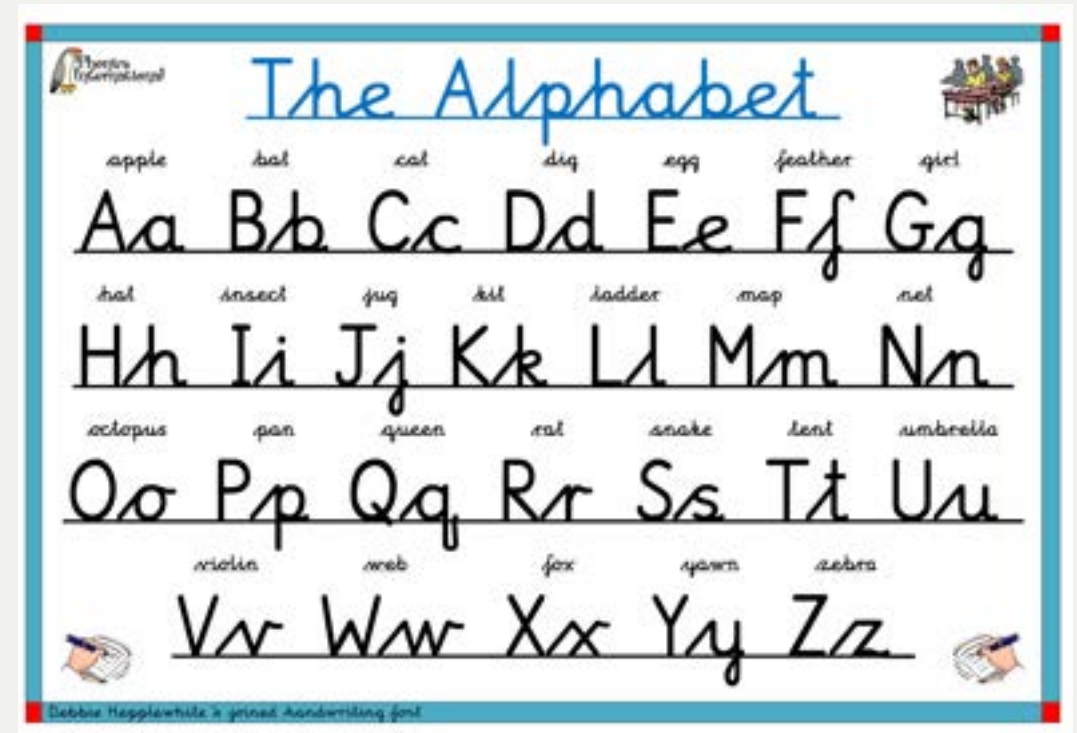
We know that most children adopt a pencil grip, form a writing style and have developed habits that can be hard to change by the time they are 8 years old. Therefore, it is essential that we support our children to develop correct habits and letter formation as soon as they start school.

We ask staff to identify left/right hand dominance and to consider seating arrangements in the classroom to accommodate the needs of pupils. As soon as children start our Nursery, they are given opportunities to develop their fine motor skills and pincer grip (froggy fingers) through a wide range of learning opportunities that develop their hand-eye co-ordination.

We expect all children to have developed a joined handwriting style by the end of Year 2. Joined handwriting should be taught as soon as children have learned to form letters correctly. Correct letter formation is taught as part of our teaching of phonics.

Handwritten labels, notices and displays should demonstrate the agreed cursive handwriting script. All members of staff are expected to model a joined and legible script when working with children.

Technical terms to teach children:



The word cursive means joined. The correct name for the joining bits between letters is ligatures. The technical name for a tail is a flourish. The technical word for handwriting is calligraphy. Serifs should not be put on letters: Historically they come from the tradition of carving (stone masonry) not calligraphy.

The letters b,d,h,k,and l, are called ascenders. The top of the letter should be very close to the top of the line (it shouldn't touch!). The letters g,j,p,q,and y are called descenders. The flourish these letters have goes below the line. The letter "t" is an unusual letter - a three-quarters letter, rather than an ascender.

English: Writing

At the Federation we use Talk4Writing, to enable our children to become successful and independent writers. "The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text' as well as close reading. The approach moves from dependence towards independence with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully." This teaching approach is usually used for teaching different genres at the Federation. Not all units need to be taught fully using the Talk for Writing approach but elements of Talk for Writing should be drawn on.

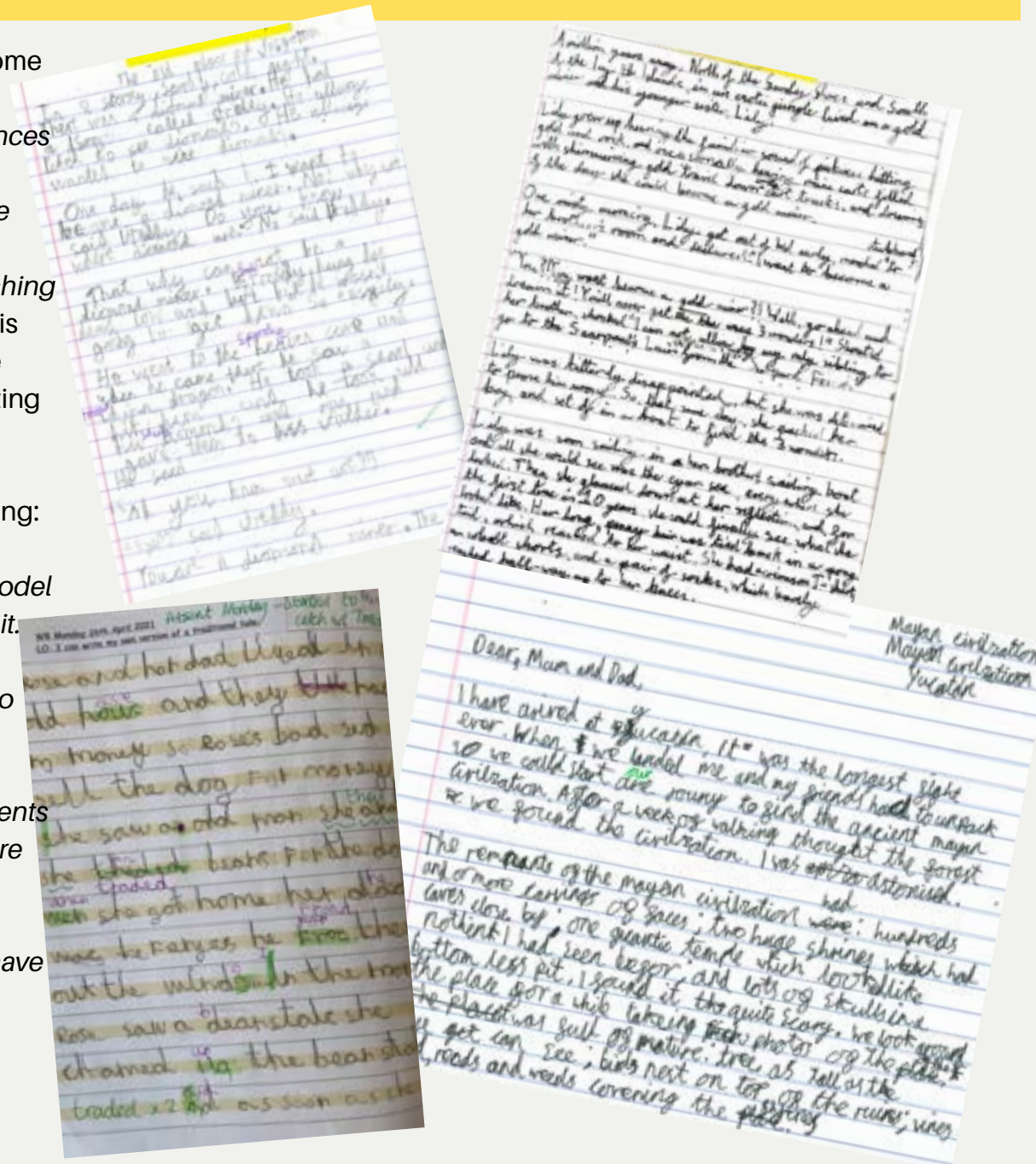
Teachers at the Federation have said these things about Talk for Writing:

"Very useful for both children and teachers to plan. Children learn a model text by heart and that way they can improve/change the contents of it.

They love it and they feel like authors in a way. Interventions are also benefited with this structure of lessons."

"I find it provides a useful structure and scaffold. There are some elements that I find more useful to my year group than others, e.g. toolkit - more helpful than story map."

"Overall, Talk for Writing has improved the children's writing as they have been able to draw ideas from an exemplary model text."



English: Writing

The following is a guide to implementing T4W in the classroom:

EYFS:

| Reception | ELG (Early Learning Goal) | Pathways to achieving GLD |
|--|---|--|
| Letter, word and sentence level writing | Children use their phonic knowledge to write words in ways which match their spoken sounds.They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | <ul style="list-style-type: none">- Practice letter formation- Use synthesis and segmentation to read and write words.- Discuss 'Top tips for writing'- Model writing |
| Stages of teaching | Identifying letters in own name Name writing Letter formation Write a label Write a caption Write a sentence | Mark making opportunities in environment: Chalk Clipboards Notebooks Diaries Shopping lists Word hunt |
| Talk for Writing | Read familiar stories Use a story map to retell a story Use actions to retell a story Children draw a story map Children verbalise their story map Children use their story map to write | Repetition of stories/rhymes Children given the opportunity to retell stories in their roleplay Children given the opportunity to make up their own stories Discuss beginning, middle and ending of stories Discuss setting, characters in the story Use language such as 'first, next, after that, finally'. |

English: Writing

T4W in KS1 and 2:

| | Non-negotiable | Recommended |
|---------------------------|--|---|
| Stages of teaching | Cold write Imitate Innovate Warm write (Independent application) | Could use this genre for an independent write a few weeks after completing unit |
| Planning | Teachers are expected to follow the sequence of teaching agreed in the phase. <u>Teachers to adapt planning to suit their own classes.</u> See google drive for model texts, toolkits and other resources. | Phases to meet in time to discuss the cold task before <u>planning unit</u> . During PPA time, <u>teachers to set WALTs</u> together to plan the unit. |
| Cold write | <u>Blue cold write strip</u> Cold writes should inform planning and teaching. Cold writes don't need to be completely 'cold' - there can be some teaching. To mark a cold write, teachers need to use highlighters to 'deep mark' the work and give a next step that pupils will respond to. All children will get genre specific targets and, where necessary, pupils will get an additional (non genre specific) 'personal target' e.g. use of commas after a fronted adverbial or consistent use of tense. | Could complete this in advance of <u>starting unit</u> so that teachers have time to identify issues and plan around them. |

English: Writing

T4W in KS1 and 2:

| | | |
|-------------------|--|---|
| Warm write | <u>Yellow warm write strip</u> Targets for genre glued in at the end of the warm write and highlighted as evidence of what the children have achieved (not in Year 2 and Year 6 for writing that will be used as evidence). Brief teacher comment to acknowledge work. Deep marking of warm writes is not expected. | Some warm <u>writes displayed</u> or published so children experience success/feel valued. |
| Targets | <u>Genre targets</u> Target setting needs to be linked to the teaching sequence and success criteria. Targets should be differentiated. Targets should be stuck in under the cold write and warm write. They should be highlighted where children have shown they have met the targets in their warm <u>write</u> . <u>Personal targets</u> For some children, it will be useful to give them a 'personal target' at the end of the cold write which they will work on over the unit. This personal target is not genre specific e.g. use of comma after a fronted adverbial or using a consistent tense. The personal target can be written under the genre targets on the cold write. NB: For Year 2 and Year 6 teachers this will be slightly different e.g. not sticking targets on warm writes and independent writes in spring and summer terms. | It could be that all children are given a set of mild, medium and spicy targets. This means that children are not capped at a particular level. |

English: Writing

T4W in KS1 and 2:

| | | |
|-----------------------|--|---|
| Feedback | <p>Feedback marking of innovation paragraphs (in the middle of the unit)</p> <p>2 or 3 pieces deep marked for children to respond to within the unit.</p> <p>Cold task highlighted and next step given for pupils to respond to.</p> <p>Warm task with targets highlighted and brief teacher comment.</p> <p>The marking should be used to move the children forward. Give children time to respond to it.</p> <p>If feedback is given during a lesson, use A in a circle in line with marking policy.</p> | <p>It is effective to utilize marked work to group children based on writing trends and meet with small groups for writing conferences. Ideally, each child will get to work in a small group with the teacher (however formally or informally) at least once per week.</p> <p>This is easier to do if cold <u>write</u> informs writing groupings.</p> |
| Extended write | <p><u>Green extended write strips in topic books</u></p> <p>One extended write a half term (taught by class teacher)*. This will be taught within topic lessons to give children an opportunity to demonstrate cross curricular writing (teachers to follow yearly overview)</p> <p>Teachers do not need to <u>feedback</u> mark. Teachers could do a light mark or pupils could self-assess or peer-assess using features of the toolkit.</p> | <p>Could use a series of lessons to ensure that pupils are ready to write a high quality piece of work. Could use model texts/ toolkits/ shared writing to prepare children.</p> |
| Assessed write | <p><u>Red assessed write strip</u></p> <p>Once each full term near the end of term. Year groups to decide individually. Teachers can use a series of lessons to set up writing such as short burst writing and looking at the toolkit. Children <u>to be</u> given time to plan and edit.</p> | <p><u>Teachers to use</u> IWAGs to assess the level of the writing. Teachers could moderate within the year group to look for patterns of gaps and strengths.</p> |

English: Spelling



Aims and Objectives:

- Develop and teach the children to use a range of effective spelling strategies.
 - Encourage creativity and the use of more ambitious vocabulary in their writing.
 - Enable children to write independently.
 - Enhance proofreading and editing skills.
 - Encourage children to identify patterns in words and spellings.
 - Use pure sounds as a strategy for spelling known and unknown words.
 - Spell words through word recognition.
 - Promote a positive and confident attitude towards spelling.
 - Help children to use a range of dictionaries and spell checks effectively.
 - Help children recognise that spelling is a lifelong skill.
 - Provide equal opportunities for all pupils to achieve success in spelling.
- ## What does this look like?
- Children are taught spellings on a weekly basis according to the school's spelling progression document, Y1-Y6 children are expected to learn spellings at home and they will be tested weekly.
 - In KS1 (and into KS2 where appropriate), childrens' spellings are linked to the phonics sound that they are learning.
 - In KS2 childrens' spellings are linked to spelling rules and the statutory spellings which can be found in the NC English Appendix 1.
 - Common exception words are taught explicitly in phonics lessons from Reception upwards and through incidental teaching.
 - The alphabetic code is displayed in all Reception and KS1 classrooms to support children with spelling and is available as a word mat in KS2 classrooms.
 - The vocabulary progression map indicates the terminology linked to spelling that should be used in each year group.
 - Key vocabulary is displayed in class and changes with the topics.
 - All classrooms have a selection of dictionaries, thesauruses and word mats to aid with spelling.
 - Editing stations are planned (where necessary) to support with spelling.

English: Grammar

Aims and Objectives:

- Enable children to write independently.
- Enable children to punctuate their writing so that it can be clearly understood.
- To ensure that teachers plan for the teaching of grammar.
- Encourage correct grammar in spoken and written English to aid expressiveness and comprehension.
- To ensure that grammar skills are applied in writing.
- To teach a range of approaches to grammar.
- To provide children with a range of strategies to help them become secure with grammar.

What does this look like?

- In KS2, grammar is taught explicitly once a week.
- In KS2, children are given grammar tasks as a 'post teach' activity as part of the Guided Reading carousel.
- In Reception and KS1, grammar is taught incidentally within English units.
- The vocabulary progression map indicates the terminology linked to grammar that should be used in each year group
- Grammar 'mechanics' sessions are planned (as necessary) by the class teacher.
- Grammar is a key focus in conversational English, with teachers picking up on errors and politely correcting pupils/rephrasing when needed.
- Teachers model Standard English in shared writing.
- Teachers model how to use grammar when reading to develop fluency and expression.
- Marking gives next steps and promotes high standards of written English at all times.



Science



Our approach to teaching Science has developed over the past two years whilst we have been on our PSQM journey (Primary Science Quality Mark). In 2021, children and staff collaborated with each other to share their vision and principles for Science across the Federation. These principles underpin how we teach and learn Science in our schools.

We have developed a curriculum which outlines the knowledge and enquiry skills children should be using at different stages in their learning journey. As part of the development, we have focused on introducing Science Capital to all lessons. Science Capital is an approach which is based on children's experiences, what and who they know and how Science fits in with their everyday lives. We use our locality, community and connections to help bring Science to life.

The Science curriculum has been designed to ensure that there is progress in the different enquiry skills (pattern seeking, observation over time, comparative and fair testing, research and identifying and classifying). By the end of Key Stage Two, our aim is that children are able to create their own questions and are equipped to be able to choose the correct line of enquiry to investigate that question.

We are committed to providing as many opportunities for children to improve their Science Capital both inside and outside of the classroom. Our ambitions to improve Science Capital across the Federation will continue as we participate in the Great Science Share project over the coming year and beyond.

Science

At the start of each Science unit, teachers carry out a Cold Task assessment, using this to identify the children's existing Science Capital and what can be done to further ensure that Science is relevant to our learners. With baseline assessments, the PLAN Knowledge Matrices and the National Curriculum, teachers are then able to deliver lessons that are pitched appropriately for each year group. At the end of the unit, a Warm Task is completed to show the progress across the previous weeks

We encourage our teachers to use a wide range of resources to support with planning and there is now a vast bank of digital documents available (such as Explorify, TAPs assessments, RSC topic webs and ReachOutCPD).

All Science support documents can be found here-

https://drive.google.com/drive/folders/12y3BKzXjzgow5QRd-MpL_paFv23XS2SQ

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|--|--|
| Which type of compost grows the tallest sunflower? | Do cress seeds grow quicker inside or outside? | Which conditions help seeds germinate faster? | How does the average temperature of the pond water change in each season? | Which seed shape takes the longest time to fall? | Which is the most common invertebrate on our school playing field? |
| Which tree has the biggest leaves? | Do amphibians have more in common with reptiles or fish? | How does the skull circumference of a girl compare with that of a boy? | In our class, are omnivores taller than vegetarians? | Who grows the fastest, girls or boys? | Which type of exercise has the greatest effect on our heart rate? |
| Is our sense of smell better when we can't see? | Do bananas make us run faster? | Which soil absorbs the most water? | Does seawater evaporate quicker than fresh water? | Which type of sugar dissolves the fastest? | What is the most common eye colour in our class? |
| In which season does it rain the most? | Is there the same level of light in the evergreen wood compared with the deciduous wood? | Which pair of sunglasses will be best at protecting our eyes? | Which material is best to use for muffling sound in ear defenders? | How does the length of daylight hours change in each season? | Which material is most reflective? |
| Which materials are the most flexible? | Which shapes make the strongest paper bridge? | Which magnet is strongest? | Are two ears better than one? | Which shoe is the most slippery? | Which make of battery lasts the longest? |
| Which materials are the most absorbent? | Which material would be best for the roof of the little pig's house? | Which surface is best to stop you slipping? | Which metal is the best conductor of electricity? | Which shape parachute takes the longest to fall? | Which type of fruit makes the best fruity battery? |

Science



Science is a core subject of the national curriculum. We are delighted that the schools have both achieved the Primary Science Quality Mark which recognises the high profile we give to the teaching of science at the Federation.

We have created a wealth of resources and sources of support to support the delivery of the science curriculum these can be found on the federation Google Drive.



Art

Art is a foundation subject within the national curriculum. Children participating in the arts will develop techniques in drawing, painting, and sculpture whilst exploring different materials and mediums. In doing so they increase their creativity, ability to express their ideas, independence, and collaborative skills.

In EYFS children are exposed to Art through the Expressive Arts and Design Early Learning Goal. Children will begin to explore different materials and share their creations with those around them. Children use art as a cross-curricular subject and experience it through different formats.

Throughout KS1 children are encouraged to build upon the skills they have learnt in EYFS and use sketchbooks to create, learn and try new ideas. Children will begin to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination and to develop a wide range of art techniques using colour, pattern, texture, line, shape, form, and space.

In KS2 children develop the techniques and control when using materials. Children will show an increasing awareness of their creativity and experimentation and improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials whilst adding opportunities to develop their interests, thoughts, and ideas.

Children are encouraged throughout their learning of the subject to evaluate their, others and famous artists' work to expand their beliefs and to encourage key vocabulary, discussion, and next steps in their learning.





Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems.

Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

We encourage Year groups to use Design and Technology in a cross curricular approach, covering specific areas in History and Geography alongside skills progression in building, making, manipulating and construction skills. Within the 7 areas of learning for Early Years, Design and Technology is explored by children using different materials freely, developing their own ideas about how to use them and what to make. They have the opportunity to explore how things work, share creations and explain the process they used. They develop fine motor skills to use tools competently, safely and confidently. In addition, each year group will incorporate units on food and cooking.

Children learn to build and apply a repertoire of knowledge and careful evaluation and discussion of works helps to ensure all designs are valued and learned from.

Computing

At the Federation, we recognise that technology is fast changing and that children need good computing skills if they are to succeed throughout their education and in the workplace in future years. We also recognise that children need a strong, but age-appropriate, understanding of how to keep safe when using technology and the internet.

The computing curriculum is designed to ensure coverage across 4 strands of computing:

- computer science,
- information technology,
- digital literacy and
- key basic computing skills.

Children are exposed to a range of different software whilst developing their transferable skills, which can be used in a range of contexts. Using links with other curriculum areas, children build their problem-solving skills and are encouraged to be analytical and evaluative across the computing strands. There are opportunities for children to take part in the Lego League competition to develop their programming skills.

Digital literacy, and e-safety, are regular units within the curriculum, with the in-class teaching adapted to address real-life issues the children may need support with. The skills taught within each computing unit build, and consolidate, those from previous units, ensuring that by the end of Year 6, children at the Federation are competent, confident users of technology, not just in the software they are familiar with but in terms of skills and mindsets needed to achieve in an increasingly technological and rapidly changing world.

At the Federation we use and adapt the National Centre for Computing Education resources.



Geography



At the Trumpington Federation, we believe that children having an interest in the world around them and an understanding of the multicultural society in which we live is essential. With connections made to other curriculum areas, history being a prominent example, each year group has regular geography topics.

Our curriculum is designed to develop children's locational and place knowledge. In Key Stage 1, the focus is on the local area and the UK, with pertinent comparisons made to contrasting regions. In Key Stage 2, the focus begins with the UK and then moves away from the children's locality into Europe, and North and South America. (often linked to the ancient civilisation history topic in that year group).

Children are given opportunities to develop their map skills through the use of physical maps and Digimaps. There are also fieldwork opportunities within the country park, traffic studies in Trumpington and trips into Cambridge. The school has membership to the Geographical Association and Digimaps which can be used for teaching resources and CPD.



Forest Schools



At the Federation we are delighted to be part of the Tall Trees project. We believe that outdoor learning and play are crucial elements to our curriculum. We currently provide forest schools opportunities for children in the EYFS, KS1 and some KS2 classes but are hoping to expand this to all children in all year groups.

Each school has a designated Forest School area and a growing number of Forest School teachers who work across the schools at the Federation. Our long term ambition is to provide a Forest School experience for children in Years 1-6.

Through our Forest Schools curriculum we aim to :

- Equip children with love and respect for nature and the outdoors
- To enhance children's communication skills and ability to work as a team
- To provide real life opportunities and create independent learner
- To encourage children to choose, initiate and drive their own learning
- Promote physical activity/healthy lifestyles
- Encourage challenge and risk taking
- Builds self confidence by enabling positive and purposeful skills building
- Engages people with their local outdoor environment in a sustainable way



History

At the Trumpington Federation, we aim to provide children with a solid foundation in historical knowledge and enquiry focusing on Early British and world history. History is taught as a discrete subject and as part of our cross-curricular themes.

Throughout our History curriculum, we follow our Golden Threads. These are the elements that should appear in each year group in History and provide links to other units of study, and importantly, to children's own experiences. These include:

- home life, transport, food, religion, war and the rule of law.

In considering these the children will develop their disciplinary skills as historians and develop a greater understanding of:

What is the same, what is different to their own lives?

Why are these things the same/different?

Why do things change?

Why have some things persisted through time?

Trips and visits are an important part of the History curriculum and help support children's learning in class. Regular trips include visits to local museums such as the Fitzwilliam and Imperial War Museum, Duxford as well as visitors including an annual visit from the Holocaust Education Trust for our Year 6 children.



Music:

The national curriculum for music aims to ensure that all pupils:

- 1) perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 2) learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 3) understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1

Pupils should be taught to:

- a) use their voices expressively and creatively by singing songs and speaking chants and rhymes
- b) play tuned and untuned instruments musically
- c) listen with concentration and understanding to a range of high-quality live and recorded music
- d) experiment with, create, select and combine sounds using the inter-related dimensions of music.



Key stage 2

Pupils should be taught to:

- a) play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- b) improvise and compose music for a range of purposes using the inter-related dimensions of music
- c) listen with attention to detail and recall sounds with increasing aural memory
- d) use and understand staff and other musical notations
- e) appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- f) develop an understanding of the history of music

The aims and attainment targets summarised by the NC for music are addressed below, by seven strands of learning -

Singing,
Playing,
Improvising,
Composing,
Transcribing,
Listening (critical engagement) and
SMSC (social, moral, spiritual, cultural).

The knowledge, skills, development and assessment of the seven strands of activity are developed with a spiral learning approach to progression. This means that students revisit musical activity intrinsically throughout the school year, i.e. while composing, a student will be describing and transcribing the music.

Music: Our partnership with Norfolk Community Arts (NORCA)



In 2020, we began our partnership with Norfolk Community Arts (formerly Sistema), who provide high-quality music teaching at both schools in the Federation. This ensures that our children have access to a high-quality music curriculum.

We plan to extend this provision in 2022 and provide a wide range of instrumental tuition after school.

Children in Key Stage 2 also have the opportunity to join a lunchtime choir, with both schools sending their choir to the Young Voices concert held at the O2 arena.



Physical Education



The national curriculum for Physical Education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lifestyles.

At the Federation, we have invested in the facilities at the school and provide swimming lessons for all children in Key Stage 2 from our school premises at Fawcett. We employ a talented team of teachers, HLTAs and coaches who work across the Federation to deliver the curriculum.

All children engage in at least two hours of physical education during the week. Across the year, children will cover a range of skills including Tag Rugby, Fitness, Rounders, Athletics, Gymnastics, and Outdoor Adventurous Activities.

To deliver the curriculum we employ highly qualified staff who have developed expertise in delivering PE to children across the primary age range.

In recent years, children have benefited from visits from local clubs (including Shelford Rugby Club and Cambridgeshire Fencing) and visitors to raise the profile of physical education (Steve Frew, GB Commonwealth Gymnast).

Children also take part in a variety of Intra competitions held at both schools. These include Tag Rugby, Multi-Skills festivals, Rounders and Football Festivals. These take place during lesson time and are organised by our PE Specialist.

In addition, we also provide a range of after school clubs and activities.

PSHE

How do we teach PSHE at Trumpington Federation?

We use the Cambridgeshire Primary Personal Development Programme to ensure coverage and children's entitlement (see curriculum overviews for each year group).

The intended learning outcomes are underpinned by topic headings 'Myself and My Relationships', 'Citizenship', 'Healthy and Safer Lifestyles' and 'Economic Wellbeing'.

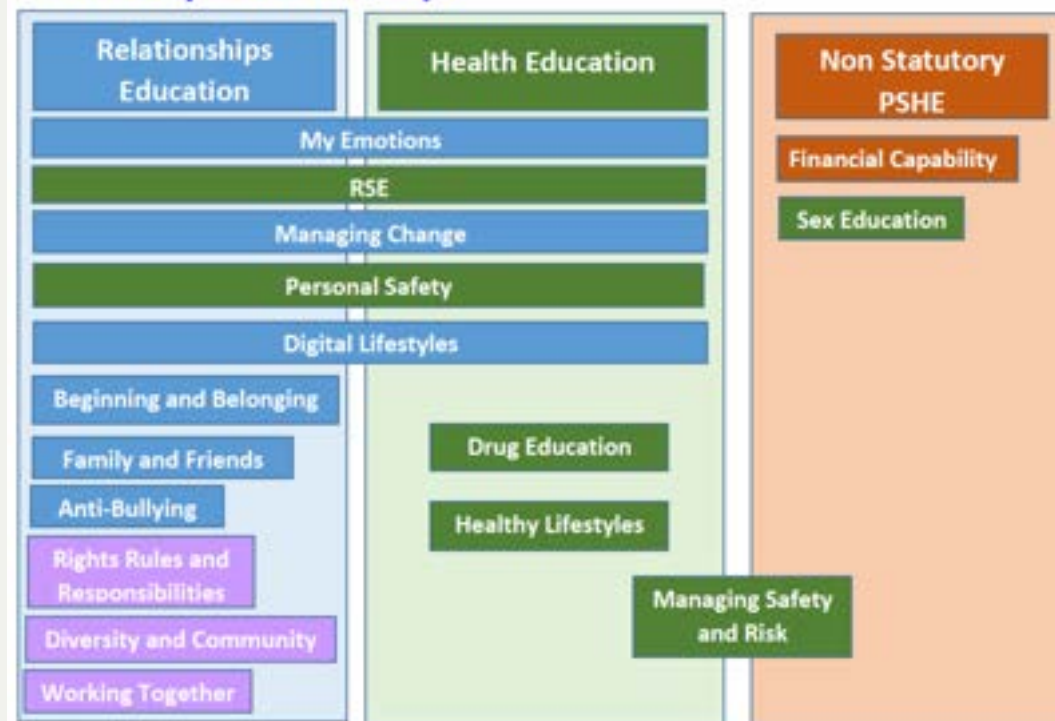
We have implemented the long-term plan 'B'. In this plan, Years 1, 3 and 5 are delivering the same themes, and Years 2, 4 and 6 are also working on parallel themes. The entire programme is covered over two years. Although children will be receiving different teaching, the plan is grouped mainly into strands, or similar themes, and therefore assemblies can still be coordinated to fit with broad teaching areas.

Within this plan, Drug Education and RSE is taught to every year group each year.

In addition to the above, teachers may plan PSHE lessons by making relevant links to topics - where possible, whilst considering the needs of the class. Planning is saved onto Google Drive in relevant year group folders.

The Termly Operational Plan details the whole school themes and areas of focus for each half term. A weekly assembly shares and discusses a whole school value that staff can then discuss in class and class assemblies are linked to key foci, for example online safety.

Primary PSHE Map



RE

At the Trumpington Federation, we use the 2023-28 Cambridgeshire Agreed Syllabus for Religious Education as the starting point for our curriculum. Lessons are organised into half-termly schemes of work which allow us to provide in-depth coverage of a range of religious and secular world views in order to reflect and prepare our pupils for the multicultural society we live in.

At its heart, our curriculum allows pupils to learn *about* religious and non-religious belief systems (substantive knowledge) and learn *from* them (enhancing personal knowledge) as well as considering the different 'ways of knowing' in which we can further our understanding of religions.

The topics are linked, where appropriate, to other subject areas such as history, geography, science, PSHE and art in order to allow students to explore the 'bigger picture'. Each topic is intended to provoke thought and discussion on a number of key questions with an emphasis on enquiry, investigation and reflection, drawing on pupils' direct experiences as a starting point. Pupil responses include art work, debate, and extended research and presentation.



"The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain."

Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate"

— Why RE Matters - The RE Council website

The OPAL Project

Children spend up to 20% of their time at school playing. During their seven years at primary school, this equates to 1.4 years at play. Play is essential to the health and well-being of children and promotes the development of creativity, imagination, self-confidence, self-efficacy, as well as physical, social, cognitive, and emotional strength and skills.

With this in mind, we have embarked on our OPAL (Outside Play and Learning) journey to give our children play experiences and freedom to explore and play in their own imaginative ways.

We envisage it will take up to 18 months to fully develop our play offer.

The Opal project promotes many of our school values on our value tree including fun, challenge, creativity, adventure, collaboration, communication, respect, adaptability and diversity.

It also supports our work on the UN Convention on the Rights of the Child, which includes the right to play, recreation and leisure (Article 31) and the right of children to be listened to on matters important to them (Article 12). We acknowledge that we have a duty to take these rights seriously and listen to children's views on their play.



Attendance

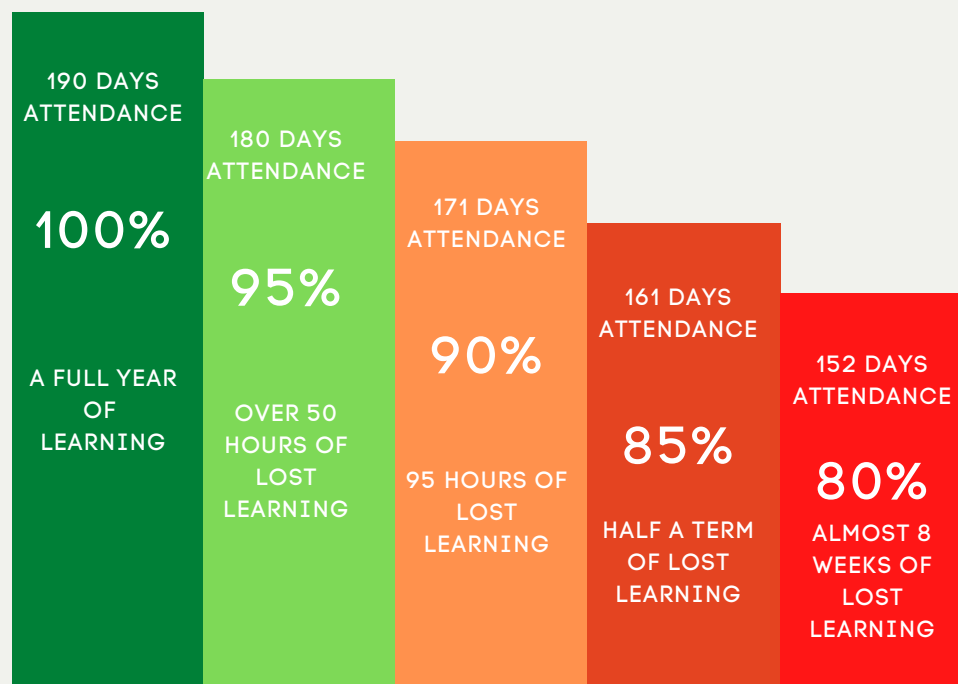
Children are expected to attend school for AT LEAST 95% of the time. This is the minimum expectation.

We **DO NOT** authorise holidays, visits to family members etc. under any circumstances.

Any such absence will be recorded as unauthorised.

Parents/carers may be issued with a penalty fine from the Local Authority.

If attendance or emerging patterns of absence start to cause us concerns, we will engage with families so that we can work together to make improvements.



Nursery and Reception start school at 8.45am
Years 1 to 6 start school at 8.40am



Studybugs is used in school to take morning and afternoon registers and also to collate lunch orders.



Parents can use Studybugs to report absence when their child/ren are ill or unable to attend school.



Consistency

A classroom without consistent practices can often be chaotic
Anon

Goals on the road to achievement cannot be achieved without discipline and consistency.
Denzel Washington

Getting an audience is hard. Sustaining an audience is hard. It demands a consistency of thought, of purpose, and of action over a long period of time.
Bruce Springsteen

I pray to be like the ocean, with soft currents, maybe waves at times. More and more, I want the consistency rather than the highs and the lows.
Drew Barrymore

Quality is not an act, it is a habit.
Aristotle

Results are a consequence of doing things well and having high standards, improving the detail of how we play.

Gareth Southgate

Consistency

Alongside national and professional standards we have an agreed set of standards at the Federation to ensure all members of our community have equality of opportunity and support to enable them to be successful.

There are agreed non-negotiables and standards that we expect children to work towards at each stage of their education. This includes for example the expectation that all children will be able to form letters correctly and have correct pen grip by the time they leave Year 1. These building blocks are essential for future learning.

We ask all staff working at the school to familiarise themselves with the key vocabulary, spelling, mathematical concepts, times tables and non-negotiables for the year groups they work in and to ensure that children are supported to acquire this key knowledge and skills through the support and feedback provided.

There is no ceiling on learning and with the right feedback, support and adaptations all children should be able to achieve the high expectations our curriculum demands. It is important that as practitioners we quickly identify the gaps in children's foundational knowledge to ensure they can access the full breadth of the curriculum and are able to develop fluency and focus on ensuring all children develop independence.

We have policies at the Federation because they ensure we have a consistent and coherent approach. It is important that staff implement school policies consistently and fairly. Please ensure you familiarise yourself with these important documents.

The Learning Environment

At the Trumpington Federation we believe that the learning environment is a "second teacher, promoting 'The Core Rights of the Community'. It should be used as a tool to support and engage children.

It is more than a classroom, display or resource but a philosophy that permeates every aspect of the Federation. It encompasses the classrooms, communal areas and all outdoor spaces. An effective environment is used as an interactive resource: supporting teaching, celebrating achievement and reflecting on the learning journey.

We aim that each environment will address the following six elements:

- Knowledge and Skills
- Content
- Learner support
- Resources
- Learner characteristics
- Celebrations

These elements will feature in all the Federation's learning environments but may vary in appearance. This will allow for the differing needs of learners and their tasks. They are underpinned by the Federation's common ethos.

Display:

At the Trumpington Federation, we expect the following non-negotiables and standards to be met in our displays and classroom organisation:

General:

- All boards must be backed, bordered and titled
- Celebration work should be mounted and named
- Every child's work should be celebrated at some point in the year
- Working wall work doesn't need to be mounted
- Use clear readable fonts which are appropriate to the display and the age of the children
- Displays should reflect current and/or recent learning
- Marking codes, weekly timetable, daily visual timetable core rights and timeout thermometer, 'PPA stars' must all be visible
- Door: name of class, Year Group names of all adults
- Number of children present for the day should be displayed
- Topic vocabulary
- Evidence of higher order thinking through questions visible in the classroom.

Maths Working Wall:

All classes must have a Maths working wall. This must include:

- Vocabulary (stem sentences)
- Number line
- Evidence of maths mastery through examples of explanations and reasoning

The Learning Environment

English Working Wall:

All classes must have an English Working Wall this must include:

- Word bank taken from class book and/or children's own reading books
- Vocabulary for children to use in their own speaking and/or writing)
- Phonics Poster in EYFS - Y3
- In EYFS-Y2 Graphemes and phonemes taught and word bank taken from phonics programme
- Grammar vocabulary examples which reflect current learning
- Model writing and evidence of the Talk4Writing sequence of teaching.

Protected Reading display area/book area:

- Book recommendations (peers, teachers, parents etc.)
- Consider display questions which support guided reading sessions.
- Different text types
- Make explicit the Federation's love of and enthusiasm for reading.

There is a prize of £100 each term for books for the class with the best reading area!

Science:

This year, we have been focussing on Science and are aiming to achieve the Primary Science Quality Mark. All classes should have a Science display which reflects the learning taking place in class.

I have come to the frightening conclusion, I am the decisive element in the classroom: It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be de-escalated, and a child humanized or de-humanised.

Haim Ginott

We want our schools to be happy and engaging learning environments and places to work where all members of our community feel valued and appreciated. At the Trumpington Federation, we believe every member of staff is a leader in that what they say and do will have an impact on how the people and children they work with feel, act and respond.

Presentation

Having high expectations :

Guidance for Key Stage 1:

High standards of presentation should be promoted at all times. All children's books should conform to the agreed age and stage of presentation for the children.

Staff must ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year. Where possible, all staff should ensure that presentation is celebrated through:

- Displaying work with a high standard of presentation.
- Celebrating work with a high standard of presentation in whole class situations.
- Ensuring good presentation is rewarded in line with the whole school behaviour policy.
- Sharing good work in whole school assemblies.
- Teaching children how to write in a cursive style.

General rules:

- All work must be dated
- All work should include a learning outcome
- All drawings and diagrams should be in pencil.
- Felt pens are not used in exercise books.
- Gel pens should not be used in exercise books.
- Coloured pens will only be used for specific reasons by children, e.g. responding to marking
- Pencils and crayons should be used in exercise books.
- One single line should be used to cross out mistakes.
- Absolutely no writing on covers or on the inside covers of books.
- All exercise books should have the agreed Federation label and book cover

Writing Equipment:

- All work will be written in pencil unless for a final presentation piece of work and a pen licence has been awarded
- Children will be taught how to sharpen pencils and reminded to check that pencils are sharp
- Only crayons or coloured pencils will be used in exercise books
- Children will be taught how to use a ruler to draw lines, including underlining, diagrams and labels

Dating Work:

In mathematics, the short date is used e.g. 16.03.18

In English, the long date is used e.g. Monday 8th September

Teachers should use their discretion to judge when it is appropriate for children to write this themselves or to stick the date into books. (We expect the majority of children to be able to write the full date by the start of the autumn term in Year 2)

Teachers should use their discretion to judge when it is appropriate for children to write the intended learning outcome for themselves or to stick the learning outcome into books (We expect the majority of children to be able to write the learning outcome for themselves by the end of Year 2)

Maths Books:

Children must be taught to develop correct number formation as soon as they start school – staff must check regularly that children are forming numbers correctly

Children should be taught to consistently record one digit to a square and staff should follow the calculation policy to ensure children are provided with the correct models, images, concrete and abstract tools to represent their ideas.

Presentation

Having high expectations :

Guidance for KS2:

By the start of year 3, most children should have a legible and cursive script and have developed the correct pencil grip. Children will be expected to reach a high level of handwriting before they are granted a pen licence.

- Only appropriate handwriting pens chosen by the school may be used.
- Only coloured pencils will be used in exercise books
- Felt pens will only be used on sheets of paper and then stuck into books
- All mathematics work will be completed in pencil
- All titles, dates, to be underlined with a ruler
- Cursive handwriting is expected as the norm

Children will be expected to ensure that their work meets an agreed set of non- negotiables and develop self-assessment techniques to check that their work meets their agreed targets and standard of presentation. One example could be to check through their work to ensure that there are no capital letters in the middle of words.

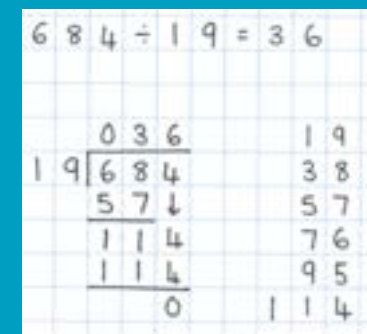
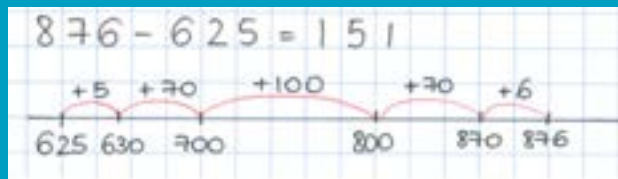
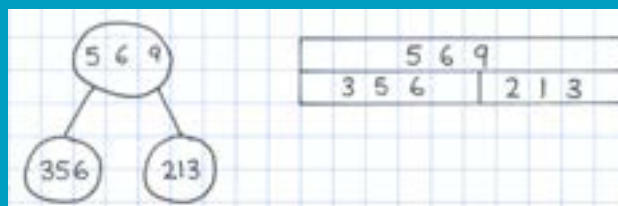
Dating work:

- The date should be written and underlined with a ruler
- In mathematics, the short date is used
- All other work should have the long date e.g. Monday 8th September
- Children should be encouraged to write the title of their work independently and within an agreed timescale.

Maths Books:

The majority of children should have developed the correct number formation by the start of Key Stage 2. (Errors need to be addressed intensively)

Staff should follow the calculation policy to ensure children are provided with the correct models, images, concrete and abstract tools to represent their ideas and calculations accurately



Marking and feedback



Feedback plays a central role in teachers' work. It can provide important next steps for pupils and help teachers identify pupil misunderstanding. However, it is also identified as a key driver of large teacher workloads.

Key Principles:

Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.

Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking

Feedback needs to be built into every lesson. Opportunities to respond to marking need to be built into the weekly timetable.

Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress.

"Schools should mark less in terms of the number of pieces of work marked but mark better."

In October 2021, the Education Endowment Fund published its revised guidance on teacher feedback to improve pupil learning. It made 6 recommendations.



At the Federation, we believe it is essential that all children have an opportunity to respond to and act upon the feedback provided and staff provide regular DIRT time (Dedicated Improvement and Reflection Time) in order to act upon the feedback provided and improve the outcomes of their work. In Key stage 2 we have been experimenting with the use of Editing stations to support pupils in responding to feedback.

Editing Stations

The writing process, according to the EEF's 'Improving Literacy in Key Stage 2' guidance report, can be broken down into 7 stages: Planning, Drafting, Sharing, Evaluating, Revising, Editing and Publishing.

What are we doing?

- The Talk For Writing Process gives our children the opportunity to do each of the 7 stages: Planning, Drafting, Sharing, Evaluating, Revising, Editing and Publishing.
- Modelling through shared writing 'thinking out loud'.
- Exploring and considering vocabulary choices to craft modelled writes.
- We give children time to 'edit and improve' their work, both independently and with their peers following teacher modelling.

We aim to avoid **cognitive overload** (where too much information or too many tasks to are shared simultaneously), resulting in the learner being unable to process this information.

Eg. 'Read and check your work for CL, full stops, spellings, fronted adverbials and embedded relative clauses.' Breaking up skills into chunks can help to reduce cognitive overload.



How do editing stations work in practice?

The premise is easy: you take the taught features from your genre and dedicate a 'station' to the checking of these. You will want to have maybe 5/6 stations (keeps pace and is less laborious).

Children take their books and simply visit one station at a time. At each station, children can edit their work for that focus only! This process is repeated until every child has visited every station.

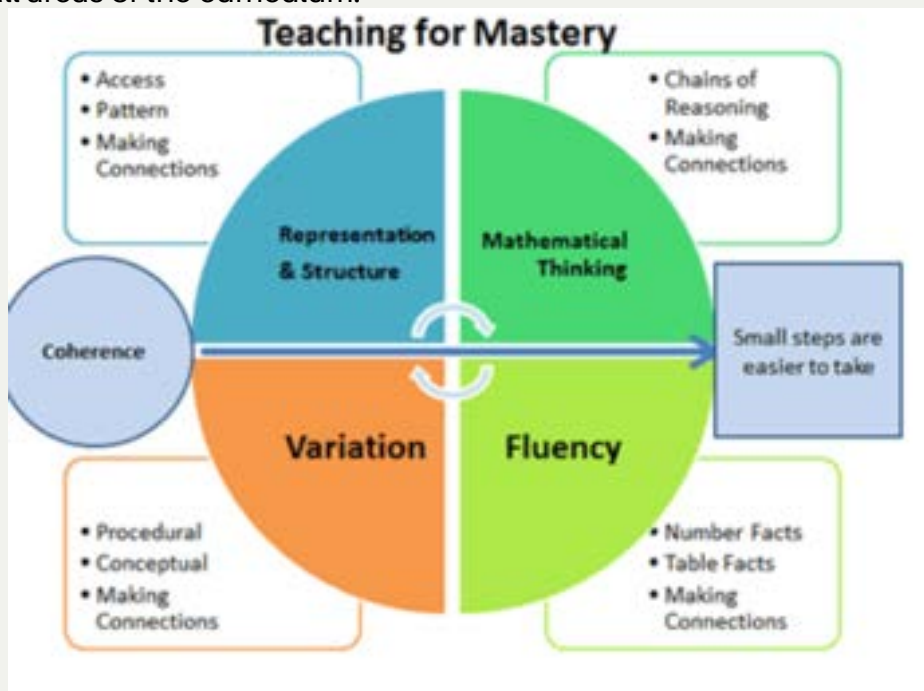
You'll need to dedicate a whole session to editing after you've done your extended write.



Mastery and Adaptation

The term mastery means different things to different educators and schools.

Here at the Federation we have taken the NCTEM model for mastery in mathematics and considered how this can be applied to all areas of the curriculum.



NCETM describe Mastery in mathematics as pupils acquiring a deep, long-term, secure and adaptable understanding of the subject.

The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering the subject.

Achieving mastery means acquiring a solid enough understanding of the area that's been taught to enable pupils to move on to more advanced material.

All children, with the right support and adaptations, should be able to achieve the outcomes of the intended curriculum. As practitioners we need to consider what adaptations some children may need in order to achieve those outcomes.

e.g. in Geography a Year 4 class are learning about coastal erosion. They will be using maps from different time periods which identify how the coast has changed over time and will be using 4 figure grid references to identify how features have changed. Below are some examples to show what this could look like.

4 figure grid references were taught earlier in the year when using maps to identify features. Children were taught about identifying changes over time in their local history studies earlier in the year. This prior learning will be important foundational learning for this new study on coastal erosion

Four children in the class are new to the school, they will have missed this prior learning so the teacher plans to pre-teach these concepts to this group of children. It was also identified that 4 children when using grid references before struggled and needed more time to practice and consolidate.

A further 5 children are at an early stage of reading and writing and their understanding of the key vocabulary is less secure.

By making adaptations, targeting support and removing it at the right time, anticipating where children may have difficulties and planning for this will ensure all children will be able to achieve and understand this new learning.

Assessment: I can...



Assessment

We ask teachers to undertake formal assessments in reading, writing and maths at the end of each term. There is an agreed assessment procedure for each year group, outlined below. To support teachers in making judgements about writing, we undertake writing moderation across the Federation.

We also ask teachers to undertake a baseline assessment of children who join the schools so we can immediately track their progress and identify any intervention or support a child might need.

At the Federation, we use a tracking system called Sonar. Each teacher has a log in and password so they can access this system. For newer members of the team, training is provided as part of our induction programme however information about Sonar can be found by accessing the quick start guides.

End of term assessments should be completed and available on Sonar by the end of each term for reading, writing, maths and science. We use the information from Sonar to identify the progress and attainment of children and identify where children may need additional support.

Each term we hold pupil progress reviews with teachers to discuss the needs of the children in their class. This is a professional conversation to identify what support needs to be targeted to enable all children to make at least expected progress. We use assessment to inform us about next steps and gaps in learning to ensure that all children can make progress from their starting points and, where necessary, we can intervene quickly to get the right support at the right time.

Trumpington Federation Assessment Procedures Years 1-6

Assessment Week:

This is the week before the end of the Autumn, Spring and Summer term. The expectation is that children are assessed in reading, writing and maths and data is entered into Sonar by the end of the term.

Science Assessment:

Science assessments take place at the end of each unit and teachers should complete the relevant science assessment grid. This enables teachers to make accurate judgements which informs the input for Sonar.

Sonar:

Statements must be clicked.

Target Setting

Within the first half term, teachers are expected to set targets (on Sonar) for their students in reading, writing, maths and science showing the attainment step they hope to achieve by the end of the school year. **It is a minimum expectation that children make 6 steps across a school year** and those who are below ARE, should aspire to achieve more.

Multiplication Times Tables Check:

Year 4 students sit a statutory multiplication times tables check. All year groups should have mental maths and times tables as a key priority but Year 4 teachers will need to be aware of the requirements for the test and consider how to prepare their children adequately. Details of the assessment will be updated annually and further information can be found here:
<https://www.gov.uk/guidance/multiplication-tables-check-development-process>

Assessment

| Subject | What to use for informing Assessment | When and how often | Possible Resources |
|---------|--|--|--|
| Phonics | Phonics International assessments Past Papers – Phonics Screening Check | Weekly record building within guided reading sessions Termly summative assessment: December, March/April & July | Past Papers – Phonics Screening Check Mark Scheme & Thresholds |
| Reading | Reading Comprehensions (weekly guided reading) Guided Reading records and Assessment notes on each foci | Weekly, leading to Termly summative assessment: December, March/April, July | Chosen range of text types Rising Stars assessment KS1 & KS2 Past Reading papers Mark Schemes & Thresholds Target Tracker Statements |
| Writing | Cold and warm writing tasks before and at the end of a unit of work. Independent write Assessed piece of writing | Per unit/genre of work Termly summative assessment: December, March/April & July | Independent Writing Assessment Grid (IWAG) Past and current exemplars published by DfE. KS1 & KS2 Writing Framework assessment |
| Maths | Cold and Hot tasks Past papers for KS1 & KS2 (Y2 & Y6) White Rose Assessments (Termly) | Ongoing continuous assessment – cold and hot tasks. Termly summative assessment: December, March/April & July | KS1 Framework Assessment Target Tracker Statements White Rose Assessments & Past Papers for KS1 & KS2 Mark Schemes and Thresholds |

End of KS1 and KS2 Exemplification Materials:

Exemplification materials that are useful when marking, moderating and standardising can be found at:

Reading:

KS1: <https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard> Writing

KS1: <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

KS2: <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

Maths:

KS1: <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks1-mathematics> Science

KS1: <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks1-science>

KS2: <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks2-science>

Children that join part way through the year:

It is quite common that children join part way through the year. When this happens, we need to have a baseline assessment to show a starting point for the children. Please complete a Reading, Writing and Maths assessment for these new children in the **first week** of them starting school with us, and once assessments are completed, put an assessment onto Sonar for that child.

Assessment: General procedures Years 1 - 6

| Subject | What to use for informing Assessment | When and how often | Possible Resources |
|---------|--|--|--|
| Phonics | Phonics International assessments – Say the sound sheets Past Papers –Phonics Screening Check | Weekly record building within guided reading sessions Termly summative assessment: December, March/April & July | Past Papers –Phonics Screening Check Mark Scheme & Thresholds Phonics International resources |
| Reading | Reading Comprehensions (weekly guided reading activity) Guided Reading records and Assessment notes on each foci. See Federation Guided Reading sheet for weekly notes. | Weekly, leading to Termly summative assessment: December, March/April, July Reading assessments can be found in SLT offices at both sites. | Chosen range of text types Rising Stars assessment KS1 & KS2 Past Reading papers Mark Schemes & Thresholds. These can be downloaded from Rising Stars Target Tracker Statements |
| Writing | Cold and warm writing tasks before and at the end of a unit of work. Independent write Assessed piece of writing | Per unit/genre of work Termly summative assessment: December, March/April & July | Independent Writing Assessment Grid (IWAG) Past and current exemplars published by DFE. KS1 & KS2 Writing Framework assessment |
| Maths | Cold and Hot tasks from Staff Share Past papers for KS1 & KS2 (Y2 & Y6) White Rose Assessments (Termly) | Ongoing continuous assessment – cold and hot tasks. Termly summative assessment: December, March/April & July | KS1 Framework Assessment Target Tracker Statements White Rose Assessments & Past Papers for KS1 & KS2 Mark Schemes and Thresholds |

Assessment: EYFS

The Early Years Foundation Stage Statutory Framework is clear that assessment needs to be carried out in a way that minimises the time that the adult is taken away from the child, since we know children learn best through positive and sensitive interactions with adults. Assessment should provide us with a broad and balanced view of what a child can achieve, carried out as part of a conversation between practitioners, the family and the child.

If we consider assessment as a tick list of “this is what we want children to achieve” we potentially miss understanding a huge amount of information about a child. Assessment should not be used as a race to move children on to the next point as fast as possible – having a race may tell us the speed the child can move on at, but does not consider how advantaged that child is, whether they are practising that skill at home, what their barriers to learning are or how as adults we need to support them. Instead assessment should be used to identify what a child can and cannot do, what learning they have embedded, and what they need more support to achieve.

Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress. Education Inspection Framework: Early Years Handbook, Ofsted, page 33.

The Reception Baseline

The Reception Baseline Assessment (RBA) is taken in the first six weeks in which a child starts in Reception. The RBA assesses a child in early mathematics, literacy, communication and language. The outcome of the test is solely intended for use as a progress measure when compared with end of Key Stage 2 outcomes 7 years later. The RBA has been designed to be inclusive and accessible to the majority of pupils, including those with SEND and learning English as an additional language.

We will also make our own initial judgements based on our conversations with feeder nurseries, day-to-day interactions in the setting and parental input.

Assessment: EYFS

Record Keeping

Keeping effective records is an important part of working in the Early Years to ensure we are building bridges between what we observe and what we are planning to offer children next. Effective records provide insight into the learning journey of individuals, groups and cohorts of children.

Effective records include:

- Contributions from parents and main carers
- The voice of the child
- A variety of sources of evidence e.g. notes, images, video, audio, child's own work
- Links to the curriculum being offered
- Evidence of progress over time
- Key milestones and achievements

"2.2 Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence." EYFS Statutory Framework Page 18

Moderation

Internal and external moderation of assessments will take place over the school year. Moderation will take place between class teams, across year groups (e.g. Nursery: Reception and Reception: Year1), with the EYFS Lead and at cluster meetings.

Pupil Progress Meetings

It is important that we reflect on the progress of different groups of children in our setting, particularly those in vulnerable groups. Group (or cohort) tracking is one way of that helps us identify specific patterns or trends. This enables us to reflect on practice and provision and identify any changes that may be required. It also enables appropriate interventions to be implemented and monitored to support all children to make good progress. Teachers will complete a grid that focusses on how their class are doing and will share this with senior leaders. They will also discuss overall cohort patterns, group characteristics and the needs of individuals. These meetings will take place termly.

Informing Parents

Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. This will happen through day-to-day conversations, formal parent meetings and the end of year report.

Assessment: EYFS

EYFS Profile

In the final term of the year in which the child reaches age five the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Practitioners should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

For each ELG, practitioners must indicate whether a child is:

- meeting the level of development expected at the end of the EYFS (expected); or
- not yet reaching this level (emerging)

Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

The School will share the results of the Profile with parents and/or carers as part of an end of year report, and explain to them when and how they can discuss the Profile with the teacher who completed it. Teachers will also report on the three key 'Characteristics of Effective Learning'.

Rosenshine: Putting what we know into practice

Barack Rosenshine's Principles of instruction identified 10 principles and 4 key strands that are identified as a bridge between research and classroom practice. These principles are based on research about:

- how the brain acquires and used new information (cognitive science).
- common classroom practices of those teachers whose children make the highest gains
- findings from studies that taught learning strategies to children .

Sequencing concepts and modelling

- In planning ,we work backwards from where we want to get the children to get to and the steps they will need to take to get there
- We provide models, examples and images and practical opportunities
- We scaffold tasks, gradually increasing difficulty
- We demonstrate where we are going to and WAGOLL

Questioning

- In planning, we consider what misconceptions children may have
- We vary our questioning and build "in time to think" and opportunities for no hands up to encourage full participation
- We use whiteboards, differentiated questioning and "show me" so that all children are engaged in the learning in the class

Reviewing material

- At the end of: a lesson, the day, the week, we ask children to consider how well they have done, what they think they may need to practice further what they have found easy and challenging
- We take the opportunity to revisit and check prior learning and retention of knowledge and skills with quizzes and by encouraging children to revisit and review their work and respond to feedback and marking.

Stages of practice

- Children need opportunities to practice and rehearse
- Teachers need to continuously evaluate the success rate of the children in their class
- Where children are struggling - intervention through pre-teaching, re-teaching and additional opportunities to catch-up through appropriate interventions is provided.

What is Iris Connect?

Iris Connect exists to bridge the gap between effective professional learning and the reality of classrooms; supporting career-long learning from initial teacher education to ongoing professional development.

Through carefully developed, easily accessible and secure video collaboration technology and frameworks, we empower and motivate teachers to continually develop their skills and achieve a high level of progress and sustained behavioural change in their classrooms.

The Iris Development Cycle:



What are the benefits?

The benefits are far reaching from a limitless memory to guaranteed objectivity. At the Federation we have used Iris Connect to support our ECTs and to develop the practice of all teachers in their implementation of Rosenshine's principles. We will continue to review and reflect on our teaching and learning using this invaluable tool.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."

—Dylan Wiliam



Special Educational Needs

We are inclusive schools and cater for the needs of children with a wide range of additional and special educational needs. Some of our children have EHCPs (Education and Health Care Plans) which require specific targets, strategies, support and approaches to be implemented to enable the child to reach key development milestones described in the intended outcomes of the EHCP.

Staff should familiarise themselves with the school SEN and inclusion policy and relevant sections of the code of practice. Teachers are responsible for the needs of all the children in their class and work alongside the SENCo and SEND teams to ensure that provision for pupils is appropriate and that children are making progress.

The Assess Plan Do Review Cycle:

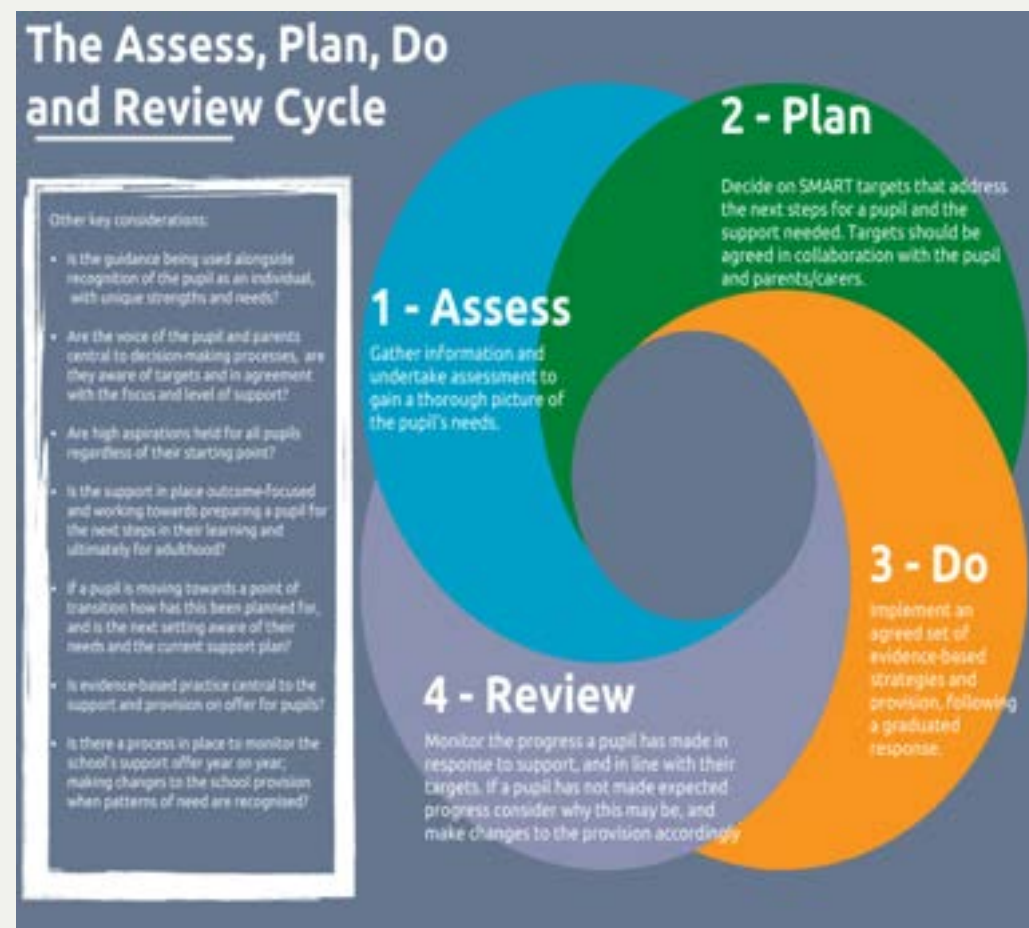
The four stages of action

Schools must provide a graduated response to children's SEND, i.e develop a graduated approach to increasing and developing support as a child or young person responds to the interventions, support and strategies put into place. The four stages of action are described as:

Assess, Plan Do and Review: The purpose is to

- Monitor and track in more detail the progress of the child/young person
- Gain a growing understanding of needs
- Identify barriers to learning and adjust the curriculum and provision accordingly
- Gather information in a cyclical approach to assess need, plan and provide support and review and evaluate that support so it can be adjusted accordingly.

- Ensure new approaches and plans are put into place with external help and advice where necessary
- Secure good progress and outcomes.



All APDRs should be reviewed at least termly and in some cases half termly. Targets should be SMART: Specific, Measurable, Attainable, Relevant and Time-Bound

Special Educational Needs



Specific. Targets should clearly describe the knowledge and skill the child is learning. They should never be vague. Anyone should be able to read the goals and know exactly what is being taught.

Measurable. Targets should be observable and measurable. Progress should be measurable through testing, curriculum-based measurement, work samples, and teacher assessment.

Attainable. Targets should represent a skill that is reachable for the child. Targets should be based on present levels of performance, and overcoming barriers to learning.

Realistic and Relevant. Targets should be specific to the child. This includes knowledge, communication, social skills, functional skills, and required practice.

Timely. Targets should set out what a student achieve within a specific time frame. Progress monitoring should take place at regular intervals.

If a child has not achieved a target within the agreed timeframe then the target needs to be reviewed. Is it the right target? Are there further steps that the child needs to understand/achieve to be able to meet this target. Is the intervention having a desired impact and if not why not? What gaps, misconceptions exist?

At the Federation we have a talented SEND and Inclusion team that work with staff to ensure that needs are identified as quickly as possible and children have the right support at the right time.

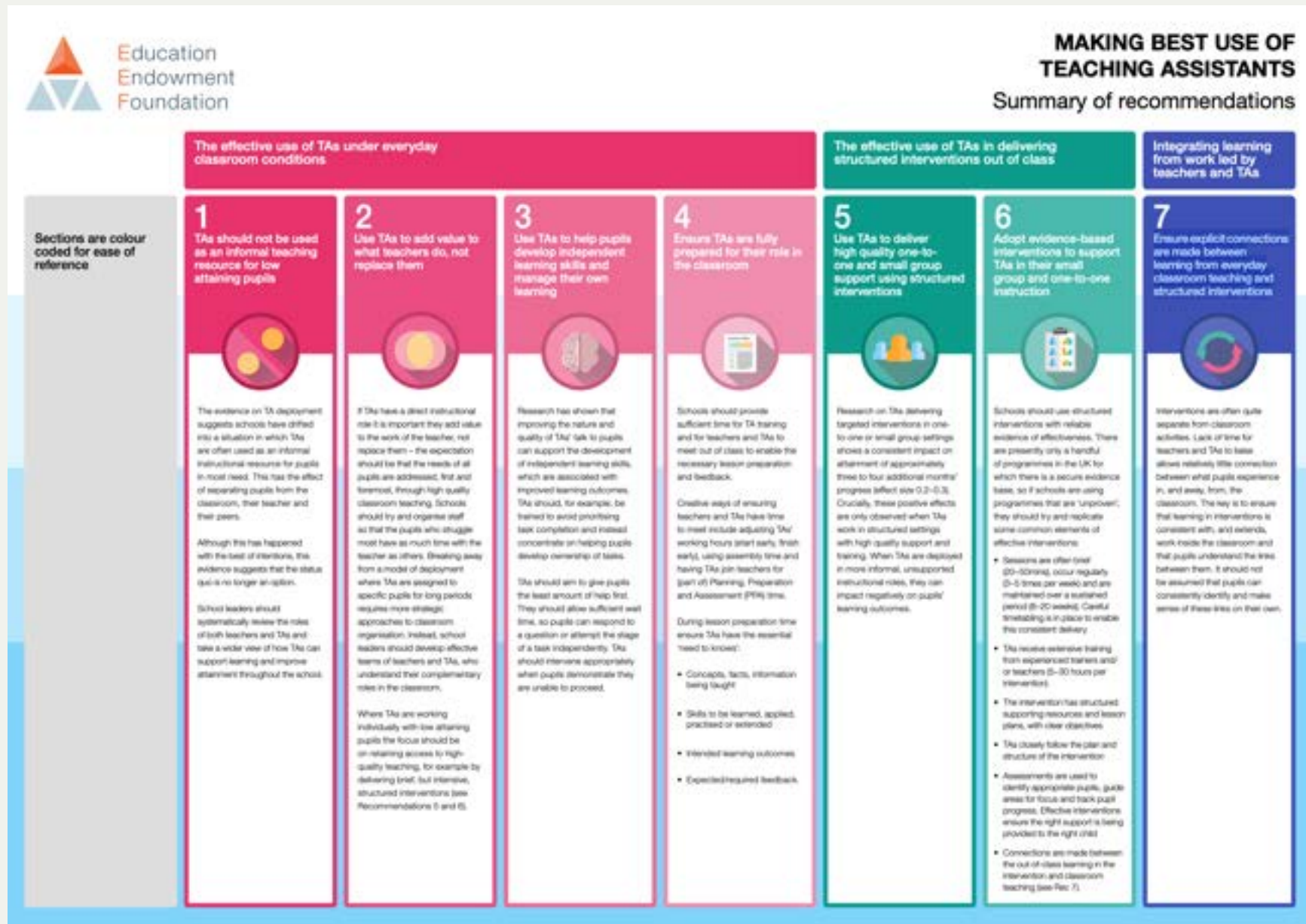
The team include SENCOs: Lucy Roberts, Rachael Downing, Anna Kent.
An Early Years Inclusion co-ordinator: Anna Cusano.
Inclusion Co-ordinators: Lisa Ovenden and Sue Arkle.
Family partnership Worker: Sonja Waldman

As part of our termly progress meetings, where class teachers/SLT review the progress of the children in their class, we discuss, with members of the inclusion team how work can be adapted to meet the needs of all pupils and support can be targeted. Where teachers have concerns, an initial concerns form can be completed and handed to the Inclusion team who will consider what next steps need to be taken.

Through class teacher assessments, children that need additional intervention are identified. Information about the all the interventions the federation offer are outlined on our provision map. An intervention timetable should then be created, which will be kept in an intervention folder alongside logs from each intervention session. The impact of interventions is then monitored by the SEND team.

Teaching Assistants and Support Staff

At the Federation, we employ a highly skilled and talented team of teaching assistants and support staff with specific roles and responsibilities. We deploy our teaching assistants according to the guidance provided by the Education Endowment Fund and provide opportunities for professional development and career progression.



Communication



In a growing organisation it is important to have effective communication between and with all stakeholders. Our intent is that all members of our community have access to the right information at the right time.

Our Website:

It is our intent that our website is our school brochure. It provides:

- prospective parents with the information they need to choose the right school for their child.
- Current parents with statutory information and school policies and practices.
- Stakeholders with information about the curriculum and newsletters and links to other sources of information about the school.

Social Media:

We are currently reviewing our use of social media. We have a Twitter and Instagram account but are considering other social media platforms.

Google:

Google classroom is our on-line classroom. Google Drive is the source of all information regarding curriculum, planning, resources etc. All staff are expected to complete L1 and L2 Google training. Governors' and virtual meetings are held using Google Meet.

Communicating with home:

Teachers are encouraged to establish a good rapport with families and this is achieved through a number of means: direct contact before or after school, parent consultations in the autumn and spring term. Teachers may also phone or email families. It is important to send emails via the office and not send them directly from a school email account. It is also prudent to have a colleague check an email before it is sent.

Weekly Communications and Newsletter:

Unless important, we try to ensure that all communications from school to home are uploaded to the year group communications folder by Thursday. These will then be sent out by the office to parents via parent mail on Fridays. Letters must be proof-read by a member of SLT who will then convert it to a pdf and upload it to the communications folder.

Each school in the Federation sends out a weekly newsletter; this provides general information about the week ahead and forthcoming events.

Year Group Newsletters and curriculum information:

At the start of each half term, each year team sends out to parents an overview of the curriculum being taught and information on how parents can support at home.

At the end of each month, each year group sends out a monthly newsletter which celebrates the learning and progress that the children have made that month.

Within school communication:

All staff receive a Federation e-mail address. It is essential that staff use this e-mail address and all within-school communications are sent using this address. Staff will also receive access details to a range of other school systems via this e-mail address.

Weekly staff briefing:

We hold an in person and send out a weekly briefing notice which details up and coming events, and known changes etc. All staff are expected to have familiarised themselves with the week ahead plans and be prepared for the week ahead.

Google Classroom

Google describes Google Classroom as "mission control for your classroom," which might be the easiest way to think about it. Simply put, it's a platform that ties together Google's Workspace tools (formerly known as G Suite) for teachers and students.

At the Federation, we use Google Classroom to provide online learning when the need arises and to provide access to homework and various other learning activities that children can do at home to practice and rehearse what they are learning in school.

With Google Classroom, teachers can:

- Streamline how they manage classes. The platform integrates with Google's other tools like Docs, Drive, Forms, Meet, and Calendar, so there are many built-in "shortcuts" for classroom-management tasks. For example, if you post an assignment with a due date, it's automatically added to your students' class calendar for them to see.
- Digitally organize, distribute, and collect assignments, course materials (think: videos, websites, PDFs, and more), and student work. Teachers also can post an assignment to multiple classes or modify and reuse assignments from year to year. If your students have regular access to devices, Google Classroom can help you avoid some trips to the photocopier and cut down on some of the paper shuffling that comes with teaching and learning.
- Communicate with students about their classwork. You can use the platform to post announcements and reminders about assignments, and it's easy to see who has or hasn't completed their work. You can also check in with individual students privately, answer their questions, and offer support.
- Give students timely feedback on their assignments and assessments. Within Google Classroom, it's possible to use Google Forms to create and share quizzes that are automatically graded as students turn them in. You'll not only spend less time grading, but also your students will get instant feedback on their work. Teachers can view individual and class data within Forms or an automatically generated Google Sheet.



General Information:

If you are unable to come into work please phone the staff absence line on 07543505859 between 7am and 7.30am.

Where possible, please indicate your reason for absence, how long you think you will be off and your anticipated return date. Please ensure that you phone the absence line by 7:30am at the latest. Plans for lessons should be e-mailed to the school office and year colleagues.

Please contact the office by 3:00pm on each day of absence, to let us know if you will be returning the following day. The first 6 days of absence are self-certificated. After that, a doctor's note is required. Where you have a certificate, please send this to the school office as soon as possible.

Please also ensure that your certificate stipulates a date when you will be fit to return to work.

On return to work, you will be asked to attend a return to work meeting and will need to complete a return to work form which can be obtained from the Federation Business Manager. Further details regarding our staff absence procedures can be found under the policies section of Google Drive

Beginning and End of the School Day:

For the vast majority of classes, the school day starts at 8:40 and ends at 3:10. The school gates open from 8:35 and at 8:40 children can start going to their classes. The class teacher escorts their class out at the end of the day.

Registration and School Dinners:

We use an electronic registration system called Studybugs. All staff are expected to complete the register electronically and will have this process explained to them as part of the induction process. Paper registers will be provided for supply staff.

The attendance register needs to be completed first thing in the morning and submitted to the office by 9:10 at the latest and straight after lunch by 1:15 at the latest. In addition, a dinner register needs to be taken and submitted in the morning.

Generally, children will choose from a school meal or bring a packed lunch from home. Meals are paid for in advance by cheque or cash at the school offices or through our online payment system.

Staff wishing to have a school meal can order this through the school offices. Each class has a wallet in which to send any additional information to the office - these need to be posted in the letter boxes by the main entrances to the schools. Children should not enter the main foyers without an adult as these are accessible to the general public.