



TLAC Policy (Teaching, Learning, Assessment & Curriculum)

‘Educational Inclusion’ is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of, different groups of pupils’

Developed by **Staff**

In consultation with **Staff**

Responsible Committee **Teaching and Learning**

Approval Date **20/1/26**

Review Date **31/1/27**

Contents

Aims	3
Vision and Values	3
What Effective Teaching and Learning Looks Like	4
Roles and Responsibilities	7
Curriculum Structure	11
Planning	13
Timetable Non-negotiables	14
Subject Approaches/Models	18
Presentation in Books	25
Displays and Environment	27
Homework and Home Learning	28
Differentiation and scaffolding	30
SEND and Inclusion	34
Disadvantaged Pupils / Pupil Premium	37
EYFS	39
Assessment	41
Marking and Feedback	45
CPD	46
Monitoring and Protocols	47
Links with other policies	47
Appendix	48

Aims

This policy aims to:

- Explain how we will create an environment that promotes academic excellence
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider community in pupils' learning and development

Vision and Values

Mission Statement

Thakeham Primary School is committed to providing a high-quality education that prepares all of our pupils for the future. We believe that every child has the potential to succeed, and we are dedicated to providing them with the opportunities they need to reach their full potential. We create a safe and supportive learning environment where pupils feel valued and respected. We foster a culture of curiosity and inquiry, and we encourage our pupils to step forward and ask questions, think critically, and solve problems. We understand and respect our place in the world. We believe that education is a lifelong journey, and we prepare our pupils for success in education and beyond.

Values

At Thakeham we **CARE**. In everything we do we can see:

- **Courage**
- **Ambition**
- **Respect**
- **Enjoyment**

Vision 2023 - 2028

Our vision for Thakeham Primary School 2023 - 2028 is to simply be '**Even Better**'. By focusing on our core values of Care, courage, ambition, respect and enjoyment we will create a school where all children can reach their full potential and enjoy success. We will be a school where children are excited to learn and understand the value of respect. We will be a school that is known for its culture of excellence, but also its focus on community. As our children continue their education journey and beyond, they will be proudly identified as someone that grew from Thakeham Primary School.

Please join and support us as we become '**Even Better**'.

To achieve our Thakeham Primary School 2023 - 2028 Vision, we will be focusing on the following goals:

- Continue to deliver an innovative high-quality curriculum that prepares all children for success
- Become renowned for academic excellence in all areas, not only in the core subjects, but across the wider curriculum
- Foster a culture across the school community that understands the importance of being respectful to others and the world around us
- Enhance our reputation as a school that is committed to ensuring that all children, regardless of their background, attend school and feel welcome, respected and care for

This vision, its values and the mission statement is the driving force behind all work we do in school, including for pupils with additional needs.

What Effective Teaching and Learning Looks Like at Thakeham

As Educators, we recognise the importance of ensuring our practice is up-to-date, forward-thinking and informed by current research. Below is an overview of how we are incorporating such elements into our provision backed up by extensive pupil and stakeholder voice.

Research by entities such as, The Education Endowment Fund, conclude that the key elements of successful practice are, in order of importance:

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies

Below is an explanation of each area. We use this to inform teaching and learning choices here at Thakeham Primary School. At each stage, School Leaders should be able to evidence how they have incorporated these elements into Teaching and Learning.

High Quality Teaching

Evidence shows us that high quality teaching is the single most important factor in improving outcomes. The EEF defines this as the 'Five-a-day Approach'.

- 1. Explicit instruction is key to everything**

Approaches should be teacher led with a clear focus on clear explanations, modelling and frequent checks for understanding. This should then be followed by guided practice before independent practice.

2. Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Pupils should have opportunities to stop and reflect alongside opportunities to plan, monitor and evaluate their learning.

3. Scaffolding

Supportive tools should always be used alongside learning activities. The aim should be to withdraw the support as the pupil progresses and becomes more individually confident.

4. Flexible grouping

Teachers should adopt a flexible approach to the management of their classes; changing who they work with and speak with based on assessment.

5. Using technology

Technology can aid modelling, for example visualizers.

Targeted Academic Support

It should be understood that if the teaching is High Quality, then most pupils will benefit solely from whole-class teaching. However, some pupils will require extra support that is targeted and tailored to their needs to ensure they either remain or get back on track.

Research (EEF 2022) suggests the following model is successful based on the TARGET approach. We use this model to ensure our targeted academic support (so our interventions) have impact:

T – Timing: the best interventions are brief and regular (15-60 minutes, 2-5 times a week).

A – Assessment: interventions should be based on assessments; with them being used to identify pupils in need.

R – Resourcing: an intervention should be structured, well-resourced and clear.

G – Giving it time: intervention should be consistent and clearly timetabled. Most successful interventions take place consistently over a period of 8 to 20 weeks.

E – Expert delivery: interventions should be delivered by a qualified teacher. Where this cannot be the case, the teaching assistant should be well-trained. The person leading should know the programme, be able to follow it precisely and understand any associated protocols and guidance.

T – Teacher links: there should be a link made back into the classroom teaching and learning. A pupil should not see the intervention as an isolated activity; rather something to support their progress in lessons.

Wider Support

Alongside high quality teaching and targeted academic support, research shows that a consistent clear focus on the following areas positively impacts outcomes. We have a clear focus on these areas in our SSDP:

- **Attendance:** being in the classroom is obvious! Responsive interventions should be in place to identify, target and tackle causes of low attendance.
- **Parental engagement:** links between home and school are vital, particularly in terms of tackling poor attendance.
- **Behaviour:** a school should ensure it promotes positive learning behaviours so that all pupils can learn effectively.

Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning through: workshops, contributing to the school newsletter and taking part in parent evenings, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress and produce an annual written report on their child's progress
- Meet the expectations set out in all of our school policies that apply directly to their role

Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in all of our school policies that apply directly to their role

Curriculum Leaders

Curriculum Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points

- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in all of our school policies that apply directly to their role

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in all of our school policies that apply directly to their role

Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve

- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in all of our school policies that apply directly to their role

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Specific Roles within School

Specific roles and responsibilities have been mapped out across the staff. Please refer to the 'Curriculum Roles and Responsibilities' document for details. This can be found either on the Staff Drive or by asking the Headteacher for a copy.

Curriculum Structure

Being a small school, we run our curriculum across two years. We call them 'cycle A' and 'cycle B'. As we have two year groups per class, this ensures we have progression for a child across their two years in one class. The school's curriculum is organised around what we call our 'Anchor Documents'. There are three groups of them:

The Curriculum Overviews (for each phase)
and
Knowledge Progressions (new version)
and
Curriculum Pacing Documents (for each phase)

Together, these three sets of documents explain and detail the following curriculum elements:

- An overview of all key quality texts used in all phases. These have been audited and given a core purpose. This ensures that everyone knows WHY we are using a text and WHEN.
- Overview of enquiry questions.
- An overview of our value themes across the academic year.
- An overview of all the activities we do to promote British Values and Personal Development as part of our Enrichment Curriculum.
- The individual subject skills (knowledge) for each subject, mapped out progressively from EYFS to Year 6.
- The long term overview for each class/phase for an academic year.
- Individual medium term plans for each class/phase for each subject outside of the core subjects.

Running alongside the Anchor Documents are long, medium and short term plans for early reading, English and maths. Teachers complete the planning for the core subjects weekly and then termly for all other subjects.

All of our topics and English units have a Key Quality Text that anchors them. Each Key Quality Text has been audited and is used for a defined purpose. For example, we might use a text to support with the teaching of persuasive writing and another one to support understanding of how to structure a narrative piece

Main Curriculum Plans	Supporting Documents	SEND and Inclusion	Personal Development, PSHE + RSHE
Curriculum Overviews ↓ Knowledge Progressions ↓ Class/phase long term overview ↓ Pacing Documents (termly medium term plans) for science and foundation subjects ↓ Weekly short term plans for core subjects	Whiterose Curriculum Planning (Long and medium) English Long Term Plans Writing Small Steps Maths Small Steps ReadWriteInc Overview Striver Planning for PE Computing Long Term Plan Music Long Term Plan	ISPs TPS SEND Handbook WSCC OAIP and Inclusion Framework	Enrichment Calendar Assemblies Jigsaw RSHE and safeguarding curriculum documents (online safety and RSE)

Curriculum Overview and Knowledge Progressions

These sets of documents contain progression maps for each subject that map out how children will learn and remember more across EYFS to Key Stage 2. Teachers use the knowledge on them to design their medium term plans. They take the knowledge from these overviews and use these as the defined end points for particular units. We use knowledge organisers and end of unit assessments to gauge how much a pupil has remembered.

The knowledge outlined is derived from the Primary National Curriculum. Pupil books should reflect the knowledge outlined in this document in the order they are outlined via the medium term plans, e.g: a foundation book for a child in Year 3 should include outcomes that are in line with all the skills for history and geography for Year 3.

Class/Phase Overviews

These detail the general themes a class will cover across an academic year. It should line up with all other planning documents. The curriculum should be organised around three Learning Journeys. Each journey should begin with a 'stunning start' and end with a 'fab finish'. Teachers are free to include a 'marvellous middle'. Every class must carry out at least one school trip per academic year to run alongside the other topic experiences.

Planning

Class/Phase overviews: these should be completed by September, ready for the academic year ahead. Time in INSET and staff meetings is given to ensure these are fit-for-purpose.

Medium term plans: these should be completed a term ahead so that it is ready for the following term. Time in INSET and staff meetings is given to ensure these are fit-for-purpose.

Weekly plans: these must be completed weekly (using the school's agreed format) and shared with all staff members involved. Teaching Assistants start at 08:30am so that there is time for Class Teaching Teams to brief ahead of the day starting. All weekly planning should be emailed to the Headteacher every week (preferably by Friday but absolutely no later than 8am on a Monday).

Timetable Non-negotiables

See below for what we have agreed as a school community. This is for the academic year 2024-25. Teachers are free to make occasional changes to times to suit a unit but must let the Headteacher and/or Deputy Headteacher know first.

Curriculum Minimum Expectations			
What	EYFS	KS1	KS2
Early Morning Work 08:45am to 9am	<p>The EYFS curriculum is based around a model of continuous provision, punctuated by targeted inputs for:</p> <p>[1] Phonics (10-15 minutes) [2] Writing (10-15 minutes) [3] Reading (10-15 minutes) [4] Maths (10-15 minutes)</p> <p>Activities, based around a key theme (and usually stemming from an inspiring key quality text), are set out across the EYFS environment and the day. These tasks are designed to represent aspects of all the ELG areas. Adults then use targeted questioning and support to develop pupils skills across the curriculum.</p> <p>Interventions take place across the day for areas, including SLCN through the NELI programme.</p>	Assigned to CEWs, spellings, pre-teaching, handwriting, fluency	Assigned to CEWs, spellings, pre-teaching, handwriting, fluency
Phonics		4x 30mins session per week (EYFS/KS1 following RWInc and KS2 taking part as required)	
Reading		Daily. Built into writing with VIPERS min. 1xweekly	4x 30mins sessions per week
Writing		Equivalent of 5x 1hr per week	5x 1hr per week
Handwriting		5x 15mins sessions per week (either as part of early morning work or taught as a lesson)	LKS2 - 3x 15mins sessions per week UKS2 - 3x 15mins sessions per week where required
Spellings		Built into English teaching.	1x 20/30mins dedicated spelling session to the weekly spelling patterns and reviewing previously learnt spellings. Can be built into English teaching.
Maths		Equivalent of 5 x 60mins per week	5 x 1hr per week
Maths fluency and Times Tables		Minimum 5x 5mins starters	Minimum 5x 10mins starters
Science		Equivalent of 1 hrs per week	1 hrs per week
Music		45mins per week	1hr per week
PE		2 sessions a week	2 sessions a week
RE		Blocked	Blocked
RSE		Blocked – see JIGSAW ‘Changing Me’ unit	Blocked – see JIGSAW ‘Changing Me’ unit
PSHE		Once a week	Once a week
Geography		Blocked	Blocked
History		Blocked	Blocked
Computing		1hr per week	1hr per week
Art		Blocked	Blocked
DT		Blocked	Blocked
Food Technology		See DT LT plan /enrichment opportunities	See DT LT plan /enrichment opportunities
MFL		One session per week	One session per week
Library Time		30mins per year group per week within a reading session	
Swimming	Not part of EYFS curriculum	KS2 ONLY: 1x PE session weekly during the summer term	

EYFS Timetable

Continuous provision means the environment should reflect the ELGs being targeted. Inputs should be regular but limited in length. Weekly timetable (sent to Headteacher) should detail where inputs will be taking place within the timetable below. Intervention work should be integrated into the continuous provision where possible. Teaching should make use of both the indoor and the outdoor environment, with activities being spread across both.

	Monday	Tuesday	Wednesday	Thursday	Friday
08:40	Funky Fingers	Funky Fingers	Amy covering until 9am Funky Fingers	Funky Fingers	Funky Fingers
09:00	Continuous Provision (to include inputs for phonics, reading, maths, English and NELI interventions) 10:30: Phonics	Continuous Provision (to include inputs for phonics, reading, maths, English and NELI interventions) 10:30: Phonics	Continuous Provision (to include inputs for phonics, reading, maths, English and NELI interventions) 10:30: Phonics	Continuous Provision (to include inputs for phonics, reading, maths, English and NELI interventions) 10:30: Phonics	Week B: Celebration Assembly until 09:30 Continuous Provision (to include inputs for phonics, reading, maths, English and NELI interventions)
10:00					
10:15					
10:30					
11:00					
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00	Continuous Provision (to include inputs for phonics, reading, maths, English. PE to be included)	Continuous Provision (to include inputs for phonics, reading, maths, English. PE to be included)	PPA (covered by Amy) Continuous Provision (to include inputs for phonics, reading, maths, English. PE to be included)	Continuous Provision (to include inputs for phonics, reading, maths, English. PE to be included)	Continuous Provision (to include inputs for phonics, reading, maths, English. PE to be included)
14:00					
15:00	Story Time End of day routine	Story Time End of day routine	Story Time End of day routine	Story Time End of day routine	Story Time End of day routine
15:15	Home time	Home time	Home time	Home time	Home time

KS1 Timetable

Continuous provision means the environment should reflect the LOs being targeted. Inputs should be regular but limited in length. Weekly timetable (sent to Headteacher) should detail where inputs will be taking place within the timetable below. Intervention work should be integrated into the continuous provision where possible. Teaching should make use of both the indoor and the outdoor environment, with activities being spread across both.

Please see the first page of this document for minimum curriculum expectations.

	Monday	Tuesday	Wednesday	Thursday	Friday
08:40	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers
09:00	Exploring Time	Exploring Time	Exploring Time	Exploring Time	Week B: Celebration Assembly
10:00	Assembly	Assembly			09:30: Exploring Time
10:15	BREAK	BREAK	BREAK	BREAK	BREAK
10:30	Phonics/VIPERS	Phonics/VIPERS	Phonics/VIPERS	Phonics/VIPERS	Exploring Time
11:00	Exploring Time	Exploring Time	Exploring Time	Exploring Time	Exploring Time
12:00	LUNCH	LUNCH	PPA Covered by Will LUNCH	LUNCH	LUNCH
13:00	Exploring Time	Exploring Time	Exploring Time	Exploring Time	Exploring Time
14:00					
15:15	Story and Home time	Story and Home time	Story and Home time	Story and Home time	Story and Home time

LKS2 Timetable

In the autumn term, lower key stage 2 reflects key stage 1 practice, moving to a traditional key stage 2 model by the summer term.

	Monday	Tuesday	Wednesday	Thursday	Friday
08:40	Early Morning Tasks	Early Morning Tasks	Early Morning Tasks	Early Morning Tasks	Early Morning Tasks
09:00	Maths	Maths	Maths	Maths	Week B: Celebration Assembly
10:00	Assembly	Assembly			09:30: Maths
10:15	BREAK	BREAK	BREAK	BREAK	BREAK
10:30	Phonics/VIPERS	Phonics/VIPERS	Phonics/VIPERS	Phonics/VIPERS	English
11:00	English	English	English	English	
12:00	LUNCH	PPA Covered by Will LUNCH	LUNCH	LUNCH	LUNCH
13:00	Foundation/PE/STEM	Foundation/PE/STEM	Foundation/PE/STEM	Foundation/PE/STEM	Foundation/PE/STEM
14:00					
15:15	Story and Home time	Story and Home time	Story and Home time	Story and Home time	Story and Home time

UKS2 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
08:40	Early Morning Tasks	Early Morning Tasks	Early Morning Tasks	Early Morning Tasks	Early Morning Tasks
09:00	Maths	Maths	Maths	Maths	Week B: Celebration Assembly
10:00	Assembly	Assembly			09:30: Maths
10:15	BREAK	BREAK	BREAK	BREAK	BREAK
10:30	Phonics/VIPERS	Phonics/VIPERS	Phonics/VIPERS	Phonics/VIPERS	English
11:00	English	English	English	English	
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:00	Foundation/PE/STEM	Foundation/PE/STEM	Foundation/PE/STEM	Foundation/PE/STEM	PPA (covered by Alice)
14:00			Jodi covering from 2:30pm		Foundation/PE/STEM
15:15	Story and Home time	Story and Home time	Story and Home time	Story and Home time	Story and Home time

Subject Approaches / Models

Subject	Guiding Document (s)	Approach / Model	Assessment	Evidence	Other Things to Note
Phonics and Early Reading	[1] Phonics Long Term Plan [2] Phonics Group Plan [3] Phonics Weekly Overview NB: all planning, books and resources is derived from the Ruth Miskin ReadWriteInc systematic synthetic phonics programme. ReadWriteInc is approved by the DfE and our model has been quality assured by us and West Sussex County Council.	EYFS: 4x weekly at 10:30am KS1: 4x weekly at 10:30am KS2: Children in KS2 attend the KS1 sessions as an intervention. Structure: <ul style="list-style-type: none"> 5 minutes recap speed sounds 5 minutes new sound 10 minutes apply new sound 10 minutes reading RWI book 	In-house system: <ul style="list-style-type: none"> Use school's Phonics Tracker One assessment at the end of the term to design groups for the next One assessment midway through a term to confirm groups are correct Statutory: <ul style="list-style-type: none"> Phonics screen results recorded on INSIGHT 	Books/Folders: No exercise books kept. Evidence of progress seen in: [1] Reading fluency and application [2] Writing and spelling progress [3] Confidence and fluency with reading Displays: EYFS & KS1: a display must be in place. KS2: no display needed but teachers should have resources to hand, e.g: mats	We expect every opportunity to be used to feed early reading skills: [1] Singing songs [2] Staff 'pouncing' on pupils to whizz through the speed sounds [3] Sound mats out at all times [4] Children always encouraged to 'pinch and blend' [5] Children always encouraged to sound-button if it helps them [6] Sound mats stuck in back of books
Reading	[1] English Long Term Plan [2] Curriculum Overviews (for key quality texts that are used) [3] English National Curriculum [4] Weekly short term planning NB: our reading model is based on the VIPERS model which is a well-tested approach to teaching the reading domains. We rely on the Reading Rope/Simple View of Reading to gauge our understanding of how to teach it.	EYFS: daily input as part of cont. prov. KS1: intertwined with writing alongside a weekly VIPERS lesson on a Friday. KS2: 30 minute session at least 4xweekly. Structure: <ul style="list-style-type: none"> English: reading and writing skills should be intertwined through English teaching (see appendix 1) VIPERS should be set out using the school's VIPERS grid (see appendix 2) 	In-house system: <ul style="list-style-type: none"> Summative data on INSIGHT Reading skills ticked off on INSIGHT EYFS strands completed on INSIGHT Target sheet stuck in front of book should be updated regularly 	Books/Folders: EYFS: updated on Tapestry where applicable alongside English books. KS1: all reading/VIPERS to go in English books alongside Tapestry for Year 1. KS2: all reading/VIPERS to go in English books. Displays: Every classroom should have an inviting reading corner (see appendix 3). The current Key Quality Text should be clearly labelled and on display.	We expect every class to do/have: [1] Every topic anchored by a Key Quality Text. [2] All Key Quality Texts to be audited for purpose. [3] The current KQT on display on the classroom door. [4] As many opportunities provided to feed a love of reading, e.g: story time at the end of the day.
Writing (including SPAG)	[1] English Long Term Plan [2] Curriculum Overviews (for mapping out of genres to be taught and why) [3] English National Curriculum [4] Weekly short term planning [5] Writing Small Steps (if needed)	EYFS: daily input as part of cont. prov. KS1: daily English lesson (see timetable). KS2: daily English lesson (see timetable). Structure: Follow the pattern of: [1] Immerse [2] Plan [3] Draft [4] Proofread [5] Edit [6] Publish Every unit will require adaptations based on the genre. But, a writing unit should aim to be structured to cover: <ul style="list-style-type: none"> Critical Thinking: generating of ideas based on understanding of the genre. 	In-house system: <ul style="list-style-type: none"> Summative data on INSIGHT Writing skills ticked off on INSIGHT EYFS strands completed on INSIGHT Target sheet stuck in back of book should be updated regularly 	Books/Folders: EYFS: updated on Tapestry where applicable alongside English books. KS1: all writing evidence goes into English books. Writing across the curriculum can be found in foundation subject books. KS2: all writing evidence goes into English books. Writing across the curriculum can be found in foundation subject books. Displays: One display in the classroom should be dedicated to the English teaching and include: [1] Examples of good work (WAGOLLS) [2] Examples of tools and devices that will support with teaching. [3] Reference to the current unit. [4] Examples of pupil writing.	We expect that every opportunity should be used to reinforce reading skills when teaching writing as the two are intertwined (see appendix 1).

		<ul style="list-style-type: none"> • Syntax: making pupils aware of the SPAG they will need and the way the genre wants them to write. • Text Structure: helping pupils understand everything the piece requires of them, e.g: structures, sequencing of information etc. • Writing Craft: word choice, literary devices, and awareness of audience. • Transcription: spelling, handwriting and associated skills. 			
CEWs	[1] National Curriculum [2] English Long Term Plan	Practised as part of the initial 8.45 – 9am session in the Spelling / Handwriting book.	In-house system: <ul style="list-style-type: none"> • Ongoing, and • Skills ticked off on INSIGHT 	Books/Folders: KS1 and KS1: kept in spelling and/or handwriting book.	Please note that we do not do formal spelling tests in EYFS or KS1 and in LKS2 spelling tests should be 1:1/pupil friendly.
Handwriting	[1] Thakeham Handwriting Scheme	EYFS: as per scheme. KS1: as per scheme. KS2: as per scheme.	In-house system: <ul style="list-style-type: none"> • Ongoing, and • Skills ticked off on INSIGHT 	Books/Folders: KS1 and KS1: kept in handwriting book.	In KS1, the handwriting guide sheet should be stuck in the back of the book so that pupils can flip it out to help with their handwriting.
Maths	[1] WhiteRose Planning Documents [2] English National Curriculum [3] Maths Small Steps [4] Weekly short term planning	EYFS: daily input as part of cont. prov. KS1: daily Maths lesson (see timetable). KS2: daily Maths lesson (see timetable). Structure: Lessons should start with 5-10 minutes of fluency; practising key instant recall facts. Then, a maths unit should be designed around the key 5 Mastery concepts of: <ul style="list-style-type: none"> • Coherence: a unit should be a progression of small steps, each designed to build on previous learning. • Representation & Structure: teachers should be constantly using carefully selected models and examples to help pupils 'see' the maths. • Mathematical Thinking: teachers should lead back and forth interaction using precise mathematical language (stem sentences). Pupils must be encouraged to actively reason, make connections and generalise. • Fluency: pupils should be taught all KIRFs and these be consistently reinforced to free up a pupil to then think flexibly about the maths. 	In-house system: <ul style="list-style-type: none"> • Summative data on INSIGHT • Maths skills ticked off on INSIGHT • Whiterose end of unit assessments completed in order to inform summative judgements and further teaching. • Maths Small Steps stuck in the front of book should be updated with each unit taught. • EYFS strands completed on INSIGHT 	Books/Folders: EYFS: updated on Tapestry where applicable alongside Maths books. KS1: all maths evidence goes into Maths books. KS2: all maths evidence goes into Maths books. Displays: Each class must have a maths working wall that matches the current unit and is up-to-date. It must include: <ul style="list-style-type: none"> [1] Title of current unit / area of maths. [2] Key vocabulary. [3] Overview of key concepts/models. [4] Some examples of stem sentences. [5] Any other devices that may support a child's understanding, e.g: an example maths problem set out on the board. See appendix 4 for an example of a good maths working wall.	Pupil should be taught the timetables as part of KIRFs work. Pupils should be completing the times tables Rainbow Awards.

		<ul style="list-style-type: none"> Variation: teaching should highlight conceptual and procedural variation: Conceptual: representing a concept in different ways to highlight it. Procedural: how will you do it! 			
Science	[1] School Curriculum Overview and Pacing Documents	<p>EYFS: as part of cont. prov. KS1: weekly lesson (see timetable) KS2: weekly lesson (see timetable)</p> <p>Structure: Lessons should completely match the unit structure on the medium term plan lesson by lesson. Outcomes from each planned lesson should be in the science book.</p> <p>Units should cover substantive and disciplinary knowledge and include a science investigation wherever possible.</p>	<p>In-house system:</p> <ul style="list-style-type: none"> Summative data on INSIGHT Science skills ticked off on INSIGHT EYFS strands completed on INSIGHT Each unit should start with a knowledge organiser. An end of unit assessment should be completed and stuck in books – to include facts from the knowledge organiser. 	<p>Books/Folders: EYFS: updated on Tapestry where applicable alongside portfolio work. KS1: all science evidence goes into science books. KS2: all science evidence goes into science books.</p> <p>Displays: Classes do not need to have a science display but useful vocabulary that helps with the current unit should be on display somewhere in the room.</p>	Knowledge organisers can be taken from online resource websites BUT must be acutely applicable to the science being taught, e.g: do not just download and use a KO that then includes things you don't need on it. Be thorough and thoughtful about it.
PSHE and RSHE	[1] School Curriculum Overview and Pacing Documents	<p>EYFS to KS2: there must be a weekly timetabled session plus extra if a need suddenly arises.</p> <p>Structure: JigSaw scheme is used alongside school's overview for online safety and safeguarding curriculum.</p> <p>There is no set structure to a session because PSHE sessions should be structured to meet the needs of the class. PSHE should be a discussion and there should be room for opinions and debates.</p> <p>As well as following the jigsaw planning, teachers should respond to themes arising, e.g: local issues or friendship issues in the classroom.</p>	<p>In-house system:</p> <ul style="list-style-type: none"> Each unit should start with an assessment of what pupils know or feel. An end of unit assessment should be completed and kept in PSHE folders. Assessment in PSHE can come in many forms. It does not need to take on one set format (because this might not meet the need of the issue being discussed). What all evidence should do, is capture pupil voice. 	<p>Books/Folders: EYFS: updated on Tapestry where applicable alongside a floor-book. KS1: PSHE folders KS2: PSHE folders</p> <p>See appendix 5 for an example of a floor-book page.</p>	<p>PSHE should not be thought of as a traditional lesson.</p> <p>It should be a moment for pupils to discuss matters important to them, learn from one another and capture pupil voice.</p> <p>PSHE can also be a moment where pupils disclose things. So, teachers should be aware of this and prepared.</p>
History	[1] School Curriculum Overview and Pacing Documents	<p>EYFS: as part of cont. prov. KS1 and 2: One hour per week or blocked as appropriate. Alternate teaching with geography.</p> <p>Unit mapped out using the school's Knowledge Development Overview and Class/Phase Overview.</p> <p>Structure: Every history unit must include:</p>	<p>In-house system:</p> <ul style="list-style-type: none"> Summative data on INSIGHT skills ticked off on INSIGHT EYFS strands completed on INSIGHT Each unit should start with a knowledge organiser. An end of unit assessment should be completed and stuck in books – to include facts from the knowledge organiser. 	<p>Books/Folders: EYFS: updated on Tapestry where applicable alongside a journal book. KS1: evidence to go in history book. KS2: evidence to go in history book.</p> <p>Display: Every classroom must have a timeline on display that includes the themes taught in class that year.</p>	<p>History books should have a timeline stuck in the front that includes the themes taught in class that year. This must be referred to with each unit so that pupils understand where the time period fits.</p> <p>Knowledge organisers can be taken from online resource websites BUT must be acutely applicable to the history being taught, e.g: do not just download and use</p>

		<ul style="list-style-type: none"> Reference to a timeline Reference to key vocabulary Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books. 			<p>a KO that then includes things you don't need on it. Be thorough and thoughtful about it.</p> <p>Our knowledge organisers have a format. See the appendix for an example.</p>
Geography	<p>[1] School Curriculum Overview and Pacing Documents</p>	<p>EYFS: as part of cont. prov. KS1 and 2: One hour per week or blocked as appropriate. Alternate teaching with history.</p> <p>Unit mapped out using the school's Knowledge Development Overview and Class/Phase Overview.</p> <p>Structure:</p> <ul style="list-style-type: none"> Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books. 	<p>In-house system:</p> <ul style="list-style-type: none"> Summative data on INSIGHT skills ticked off on INSIGHT EYFS strands completed on INSIGHT Each unit should start with a knowledge organiser. An end of unit assessment should be completed and stuck in books – to include facts from the knowledge organiser. 	<p>Books/Folders:</p> <p>EYFS: updated on Tapestry where applicable alongside a journal book. KS1: evidence to go in geography book. KS2: evidence to go in geography book.</p>	<p>Knowledge organisers can be taken from online resource websites BUT must be acutely applicable to the geography being taught, e.g: do not just download and use a KO that then includes things you don't need on it. Be thorough and thoughtful about it.</p> <p>See appendix 6 for an example of a knowledge organiser.</p>
PE	<p>[1] School Curriculum Overview and Pacing Documents [2] Striver Programme</p>	<p>EYFS to KS2: two hours per week.</p> <p>Unit mapped out using the school's curriculum over and STRIVER.</p> <p>Structure:</p> <p>Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.</p>	<p>In-house system:</p> <ul style="list-style-type: none"> Summative data on INSIGHT skills ticked off on INSIGHT EYFS strands completed on INSIGHT STRIVER assessment completed 	<p>Evidence:</p> <p>Evidence stored in the subject portfolio for PE.</p>	
Music	<p>[1] School Curriculum Overview and Pacing Documents [2] Music Medium Term Planning</p>	<p>EYFS: as part of cont. prov. KS1 and 2: One hour per week.</p> <p>Unit mapped out using the school's Knowledge Development Overview and Class/Phase Overview.</p> <p>Structure:</p> <p>Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.</p>	<p>In-house system:</p> <ul style="list-style-type: none"> Summative data on INSIGHT skills ticked off on INSIGHT EYFS strands completed on INSIGHT 	<p>Folders:</p> <p>Evidence stored in the pupil's red folder and in the music subject portfolio.</p>	
Computing	<p>[1] School Curriculum Overview and Pacing Documents [2] Computing Long Term Plan</p>	<p>EYFS: as part of cont. prov. KS1 and 2: One hour per week.</p> <p>Unit mapped out using the school's Knowledge Development Overview and Class/Phase Overview.</p>	<p>In-house system:</p> <ul style="list-style-type: none"> Summative data on INSIGHT skills ticked off on INSIGHT EYFS strands completed on INSIGHT 	<p>Folders:</p> <p>Evidence stored in a pupil's computing folder or in the subject portfolio for computing.</p>	

		Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.			
Art	[1] School Curriculum Overview and Pacing Documents	EYFS: as part of cont. prov. KS1 and 2: One hour per week or blocked as appropriate. Alternate teaching with DT. Unit mapped out using the school's Knowledge Development Overview and Class/Phase Overview. Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.	In-house system: <ul style="list-style-type: none"> Summative data on INSIGHT skills ticked off on INSIGHT EYFS strands completed on INSIGHT 	Books/Folders: EYFS: updated on Tapestry where applicable alongside a journal book. KS1: evidence to go in sketch book. KS2: evidence to go in sketch book.	
DT	[1] School Curriculum Overview and Pacing Documents	EYFS: as part of cont. prov. KS1 and 2: One hour per week or blocked as appropriate. Alternate teaching with art. Unit mapped out using the school's Knowledge Development Overview and Class/Phase Overview. Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books. A DT unit must follow the following structure: [1] Assess a problem and possible solutions to solve it. [2] Design a product to meet the need. [3] Make a product to meet a need. [4] Evaluate the product. [5] Ensure technical knowledge is applied at all stages.	In-house system: <ul style="list-style-type: none"> Summative data on INSIGHT skills ticked off on INSIGHT EYFS strands completed on INSIGHT 	Folders: Evidence stored in a pupil's DT folder or in the subject portfolio for DT.	
MFL	[1] School Curriculum Overview and Pacing Documents	KS2: One hour per week.	In-house system: <ul style="list-style-type: none"> Summative data on INSIGHT 	Books/Folders:	

		Unit mapped out using the school's Knowledge Development Overview and Class/Phase Overview. Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.	<ul style="list-style-type: none"> skills ticked off on INSIGHT 	We teach French. Outcomes to be kept in French book for each pupil.	
RE	[1] School Curriculum Overview and Pacing Documents [2] RE Long Term Plan	EYFS: as part of cont. prov. KS1 and 2: One session a week or blocked as appropriate. Unit mapped out using the school's Knowledge Development Overview and Class/Phase Overview. Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.	In-house system: <ul style="list-style-type: none"> Summative data on INSIGHT skills ticked off on INSIGHT EYFS strands completed on INSIGHT NCCE unit rubric sheet must be completed at the end of a unit 	Books/Folders: Evidence stored in a pupil's computing folder or in the subject portfolio for computing.	

Exercise Books and Folders

	EYFS	KS1	KS2
English	-	A4 red book larger lines	A4 Red book narrow lines
Handwriting	-	A4 purple book larger tramlines	A4 pink book narrow tramlines
Spelling	-		
Maths	A4 blue book with large squares	Year 1: A4 blue book with large squares Year 2: A4 blue book with small squares	A4 blue book with small squares
Geography	-	A4 blue book with larger lines	A4 blue book with narrow lines
History	-	A4 yellow book with larger lines	A4 yellow book with narrow lines
RE	-	A4 orange book with larger lines	A4 orange book with narrow lines
Science	-	A4 purple book with large lines	A4 purple books with narrow lines
PSHE	Blue folder and a floor book	Blue folder or floor book	Blue folder or floor book
Computing	Blue folder and tapestry	Purple folder	Purple folder
Music	Red folder and tapestry	Red folder	Red folder
DT	-	Green folder	Green folder
Languages	-	Floor book	A4 green book or floor book
Art	A4 black laminated sketch book (to be passed up to the next class each time a pupil moves)		

Reading Diary	A5 yellow reading record		
Phonics	A4 red book with large lines	-	-
Learning Journal	A4 presentation book with black cover	-	-
Reading Evidence	A5 red book with large lines		

Presentation of Pupil Work

	EYFS	KS1	KS2
Core Subjects	<p>Tapestry for observations.</p> <p>Pupil books can be used and can be set out according to how best the pupil learns. However, teaching staff must ensure:</p> <ol style="list-style-type: none"> 1. Work is dated 2. Work is annotated if need be 3. Pupil quotes are included as much as possible 	<p>English:</p> <p>Date and LO on a sticker at the top left.</p> <p>Books should have a margin for Year 2.</p> <p>Pupils must follow school's handwriting scheme.</p> <p>Mistakes crossed out with one straight line.</p> <p>Target cards should be in books (see above section).</p> <p>Handwriting and phonics flip-out sheets stuck at back.</p> <p>Moderation/target sheet stuck in front (see above section).</p> <p>Maths:</p> <p>Date and LO on a sticker at the top left. =</p> <p>1 digit per square.</p> <p>Handwriting follows same guideline as English.</p> <p>Steps tracker stuck in front of book for the unit.</p> <p>Both:</p>	<p>English:</p> <p>Date and LO underlined and written by pupil at the top left.</p> <p>Books should have a margin.</p> <p>Pupils must follow school's handwriting scheme.</p> <p>Mistakes crossed out with one straight line.</p> <p>Target cards should be in books (see above section).</p> <p>Moderation/target sheet stuck in front (see above section).</p> <p>Maths:</p> <p>Date and LO underlined and written by pupil at the top left.</p> <p>1 digit per square.</p> <p>Handwriting follows same guideline as English.</p> <p>Steps tracker stuck in front of book for the unit.</p> <p>Both:</p> <ul style="list-style-type: none"> • Teacher marking in pink. • Deeper level and PECS in green. • Pupil responses in purple. • NO graffiti on the books.

		<ul style="list-style-type: none"> • Teacher marking in pink. • Deeper level and PECS in green. • Pupil responses in purple. • NO graffiti on the books. 	
Geography, history, DT, Music, RE, MFL and science.		<p>Date and LO on a sticker at the top left if applicable.</p> <p>Work chunked as much as possible to ensure subject units are together to aid with seeing progression.</p> <p>Handwriting follows same guideline as English.</p> <p>If you need to use a sheet, it must be trimmed, no logos and be stuck in neatly.</p>	<p>Date and LO underlined and written by pupil at the top left if applicable.</p> <p>Work chunked as much as possible to ensure subject units are together to aid with seeing progression.</p> <p>Handwriting follows same guideline as English.</p> <p>If you need to use a sheet, it must be trimmed, no logos and be stuck in neatly.</p>
Other subjects		<p>PSHE goes in a blue folder or in the floor-book.</p> <p>Art must be in the sketchbooks (with an LO sticker in the top left or wherever appropriate so that it does not graffiti a child's artwork).</p> <p>Computing can be compiled and added to a folder.</p> <p>If you need to use a sheet, it must be trimmed and have no logos of private companies. Adults must stick in sheets in KS1.</p>	

Displays and Environment

Displays around the school should not only be creative and inviting but also highlight the progression of a subject. Corridor displays should be updated once a term (3x a year) and do not need to follow an agreed design or colour-scheme.

Display	Classroom Displays
1	Maths Working Wall: every class must have a maths working wall. See the 'models' section above for what it should include.
2	Reading Corner: every class must have a reading corner. See the 'models' section above for what it should include. The school's Reading Tree must also be on display and kept up to date.
3	History Timeline: every class must have a timeline on display. See the 'models' section above for what it needs to contain.
4	Topic / Learning Adventure Display: every class must have an impressive, creative and welcoming topic display. It should include key vocab.
5	Science vocabulary: key vocabulary pertinent to the current unit needs to be on display to support pupil learning.
6	Phonics: EYFS and KS1 must have a fully-accessible phonics display.
7	Other displays: teachers can put up other displays that support learning but it must be used to reduce cognitive overload.

Display and environment non-negotiables:

1. **No static displays** that are there as 'wallpaper'. Every display must be used at every opportunity.
2. Displays should be at **pupil level** so that they can see them and use them.
3. Keep displays to a minimum in order to **reduce cognitive overload** and trigger points for pupils with needs such as autism. Only have up on display what you really need!
4. **All displays should be up-to-date.** Take down or change them as you move through units.
5. Limit excessively complicated titles or fonts that are difficult to read. Anything handwritten should be done neatly using a **cursive font**.
6. Wherever possible, displays in EYFS and Key Stage 1 should be **sound-buttoned** and include **pupil voice**.
7. **No clutter.** No items stored messily on sides, on top of cupboards or on the back sink.
8. No exposed wires or anything that could create a trip or **safety hazard**.

Homework and Home Learning

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Reading books sent home every Monday followed by a Dandelion book on a Thursday (but children can access extra books if they need them). Reading books should match phonics level. Teachers should remind parents that reading should happen daily for 15 minutes. Children move up the school Reading Tree and aim for Bronze (50 reads), Silver (100 reads) and Gold (150 reads). • Phonics sounds of the week sent home for parents to practise with children. • Tapestry accessed by teachers to liaise with parents and communicate. 	<ul style="list-style-type: none"> • Reading books sent home every Friday (but children can access extra books if they need them). Reading books should match phonics stage of the week. Children move up the school Reading Tree and aim for Bronze (50 reads), Silver (100 reads) and Gold (150 reads). • Phonics sounds of the week sent home for parents to practise with children (sent home on a Friday for the coming week). • Spellings sent home every week for parents to practise with children (sent home on a Friday for the coming week). • Tapestry accessed by teachers for pupils in Year 1 - to liaise with parents and communicate. • Times Tables Rock Stars set up weekly for children to access from home. 	<p>All information about weekly HW is set on Google Classroom each week. This will inform you where the HW is set (if a separate website is being used), how to complete the HW and when it is due in.</p> <ul style="list-style-type: none"> • Reading A minimum of three reads per week. The children record their reading in their reading diary which is checked each Friday in class. Children move up the school Reading Tree and aim for Bronze (50 reads), Silver (100 reads) and Gold (150 reads). • Spellings Weekly spellings are set on Spelling Frame each Monday. The spelling pattern will be introduced in class on a Monday and revisited throughout the week. A spelling test will take place on Friday. • Maths A maths activity will be set every Friday on My Maths or Times Table Rockstar. It will be completed for the following Wednesday. 	<p>All information about weekly HW is set on Google Classroom each week. This will inform you where the HW is set (if a separate website is being used), how to complete the HW and when it is due in.</p>

		<p>Any incomplete homework will be completed at the start of a Friday lunchtime.</p> <p>IF there is a pattern of incomplete homework the class teacher will communicate with the parents to discuss.</p>	
--	--	--	--

Differentiation and Scaffolding

Every lesson should be planned so that all pupils can access the learning. In some cases, this may be through **differentiation** and in some cases this may be via **scaffolding**. Adaptations to lessons must be detailed in the following places:

[1] The weekly planning for the core subjects (there is a section for pupils with additional needs)

[2] On the Curriculum Pacing Documents (the medium term plans have space to briefly state what adaptations will be in place)

Differentiation is important and has its place but scaffolding better supports with encouraging pupil independence. Differentiation is where a pupil may be given DIFFERENT work to a peer pitched at a level suits them. Scaffolding is where temporary support is provided which is progressively removed when a pupil no longer requires it.

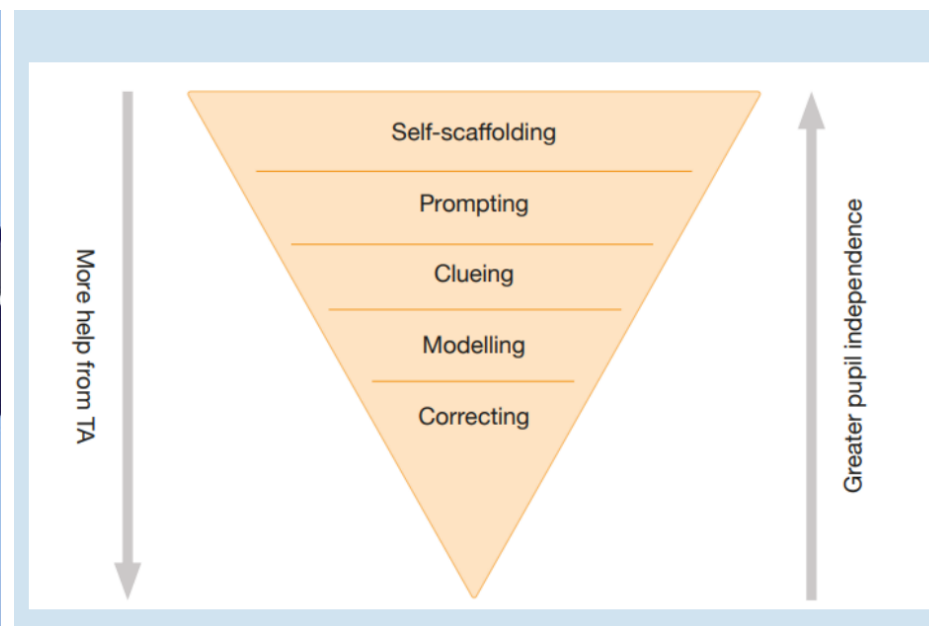
Scaffolding

‘Scaffolding’ is a metaphor for temporary support that is removed when it is no longer required



The key to successful learning is to reach a point whereby a pupil is gaining greater independence, confidence and fluency with a theme/topic and can rely on self-scaffolding. This shows you they have reached a point at which they can apply a skill across multiple contexts; in essence, they have mastered it. All learning

should sit a pupil within the right part of their **zone of proximal development**. The images below describe [a] the zone of proximal development and [b] which way support should go in order to better promote independence:

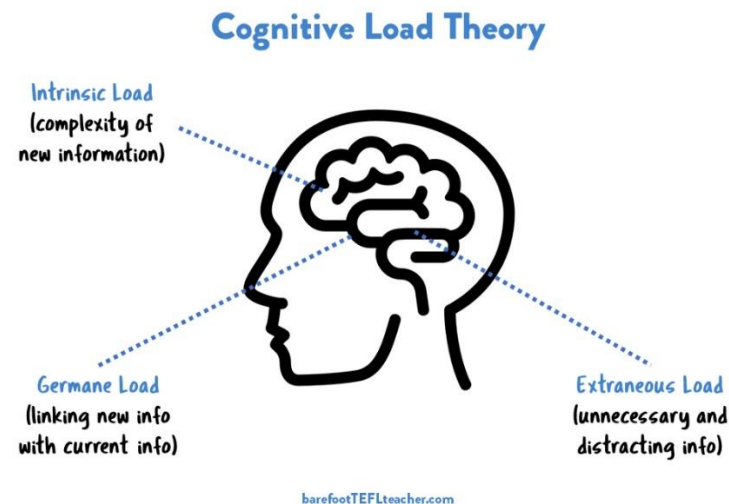


We do not prescribe to one fixed model for meeting pupil needs. What we expect is that teachers and Class Teaching Teams work together to do everything possible to ensure a pupil can access learning and succeed. Some strategies we approve of (alongside the EEF Five a Day Approach) are:

- Flexible table groupings
- Careful modelling of a task
- Pre-teaching
- Use of visual aids, e.g: sound mats
- Visual scaffolds, e.g: working walls
- Chunking a task into smaller bits
- Using other pupils as Mentors
- Writing conferences in English
- Use of writing frames, e.g: gap-fill exercises, talking tin lids
- Rotating staff through children so that every child has the same 'deal'

- Engaging with the SEND Team to gather advice, ideas and support
- Modelling good English/grammar and being mindful of a pupil's speech and language ability when directing them and giving instructions, e.g: one-step instructions often have more impact than three-part instructions
- Think about your workload and ensure what you do have IMPACT. It is better to spend less time on writing a lesson plan and more time on thinking it through, pitching the support and designing effective resources

At all times, teaching staff should be mindful of **cognitive load**. Cognitive Load Theory refers to the idea that our working memory (the cognitive system within our brain that temporarily holds on to key information designed to support decision-making and behaviour) can only hold a small amount of information at any one time. Instructional methods (teaching) should be organised so that it does not overload this system, in turn giving a pupil more time to maximise processing, understanding and learning.



Finally, it is our strict expectation that teachers also keep in mind the various groups of pupils within a class and ensure each group has what it needs to reach where they need to be. These groups are:

[1] EAL: if concerned, staff should engage with the SEND Team. The Thakeham Primary SEND Handbook has a 5-stage approach to supporting pupils with EAL. The SENCOs can support a Class Teacher with following this system.

[2] Pupil Premium: every single person within a Class Teaching Team should know exactly who the pupils in receipt of Pupil Premium are. It is important they receive attention so as to ensure any gaps with their peers are closed.

[3] High Achieving Pupils: all within the Class Teaching Teams should ensure standards are kept high and excellence is pushed for including with pupils who are working above age-related. It is important they also are challenged.

[4] Looked After and Post-Care: these pupils may require extra nurture and SEMH intervention work.

[5] Disadvantaged Pupils: it is important they receive attention so as to ensure any gaps with their peers are closed.

SEND and Inclusion

The SEND and Inclusion team is comprised of three people:

[1] SENCO for all needs that are primarily to do with communication, interaction, cognition, learning, sensory and physical: **Bex Stender**

[2] SENCO for SEMH (including behaviour, pastoral support, LAC and MHEW): **Will McDonald**

[3] Deputy SENCO primarily responsible for interventions, behaviour support and basic administration: **Jodi Bowbrick**

The SEND team will operate alongside staff to ensure Class Teaching Teams have the confidence to carry out work with pupils with additional needs. Please refer to the SEND policy and SEND Information Report for more information.

Good SEND practice is all about making those reasonable adjustments that allow a pupil to make progress. To aid this we have a set of SEND Non-negotiables. Our SEND non-negotiables are:

SEND and Inclusion Non-negotiables	
Need	Non-negotiables (what must be made available)
Cognition and Learning – including those with or at risk of dyslexia	<ul style="list-style-type: none">• Reading rulers• Tinted paper or covers – including on slides delivered via the IWB.• Manipulatives for maths, e.g: numicon• Table top resources as appropriate for age and need, e.g: word mats, sound mats, visual aids• Access to a trained staff member who can support with dyslexia. The named adult this year is: JODI BOWBRICK. Interventions that can be used:<ul style="list-style-type: none">• Dyslexia Gold• SNIP• Alpha to Omega• Toe by Toe• Word Wasp• Alphabet Arc
Communication and Interaction – including those diagnosed as autistic	<ul style="list-style-type: none">• Every class must have a visual timetable that is used and referred to• Now and next boards

	<ul style="list-style-type: none"> • Access to social stories • Sensory cushions, fidget toys, de-stress resources, ear defenders • Equipment to create individual work-stations • Absolute care taken with thinking through routines and transitions • Absolute consistency at all times • Access to a trained staff member who can support with SLCN. The named adult this year is: JODI BOWBRICK. Interventions that must be in place for targeted pupils: <ul style="list-style-type: none"> • NELI • Speechlink • Language Link • Socially Speaking
Sensory and Physical – including all coordination disorders, visual and hearing impairments and medical conditions	<ul style="list-style-type: none"> • Pencil grips • Writing slopes • Easi-grip scissors • Sensory cushions, fidget toys, de-stress resources, ear defenders • Absolute care taken with thinking through routines and transitions • Absolute consistency at all times • Access to a trained staff member who can support with SP. The named adult this year is: JODI BOWBRICK. Interventions that must be in place for targeted pupils: <ul style="list-style-type: none"> • Sensory Circuits • Jump Ahead
Social, Emotional and Mental Health – including those with ADHD	<ul style="list-style-type: none"> • Absolute care taken with thinking through routines and transitions • Absolute consistency at all times

- | | |
|--|---|
| | <ul style="list-style-type: none">• Access to a trained staff member who can support with SP. The named adult this year is: JODI BOWBRICK. Interventions that must be in place for targeted pupils:<ul style="list-style-type: none">• Socially Speaking• Zones of Regulation |
|--|---|

All teachers will:

- Inform the SENCO immediately of any concerns, either in person or via a Nature of Concern Form
- Use the slot from 08:30am to 08:40am to brief TAs and ensure every adult working in the room is doing so with purpose and has impact
- Follow ISPs as outlined by the SEND Team
- Assiduously plan for pupil need
- Identify pupils on planning who require extra support
- Design the classroom environment to take into account the needs of pupils and cognitive overload
- Take on board the advice of the SEND Team and know they are the school's experts
- Use the West Sussex OAIP document
- Use the Thakeham Primary School SEND Handbook
- **Use the school's behaviour policy effectively to aid positive behaviour for learning**

Disadvantaged Pupils / Pupil Premium

At Thakeham Primary School we have a clear vision for our school and our use of pupil premium money reflects this. Our policy states that we include children who may be socially disadvantaged but not in receipt of pupil premium money.

Therefore, we have also identified children who

- appear on the vulnerable pupil register with an identified need to do with family circumstances;
- are in a family with an Early Help Plan, Child in Need Plan or Child Protection plan in place;

We therefore use the grant across a range of disadvantaged pupils. We define disadvantaged as being about pupils who:

- have special educational needs and disabilities (SEND)
- meet the definition of children in need of help and protection
- receive statutory local authority support from a social worker
- meet the criteria for pupil premium funding, including:
 - Pupils claiming free school meals at any point in the last 6 years
 - Looked-after children or previously looked-after children
 - Children who left care through adoption or another formal route

Our use of Pupil Premium is therefore guided by the following principles:

- FSM will be the priority indicator for targeting or prioritising pupil interventions, but will also refer to those above.
- The aim of closing the gap will be achieved where actions result in vulnerable pupils and their families being more included as part of the school community, not less. Actions should therefore aim to bring pupils and families from our community together. For this reason, we also spend pupil premium money that supports our children to take part in extra-curricular activities. It also fits in with the research that shows how important it is for families to be on board with school.

- While some actions focus directly on learning, other actions will be planned to support other factors which may impact on pupil achievement less directly, for example, social, emotional, cultural or economic factors. We believe strongly that these factors need to be right before effective learning can take place.

The Pupil premium grant can be and is used in a variety of ways.

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Funding educational trips and visits
- Funding whole school initiatives to support quality first teaching

In terms of teaching and learning within each individual classroom, pupils with any identified disadvantage should be a priority. It is up to the teacher to decide how to prioritise support for these pupils and the teacher's thinking around this may differ year-on-year based on pupil need. Some suggestions include:

- 1] Marking their books first
- 2] Ensuring they receive extra input, e.g: pre-teaching, small group work, 1:1 support
- 3] Allowing for same day interventions so that these pupils can make immediate links between skills
- 4] Rotating targeted adult support through this group of pupils to enable them to access a more complex level of scaffolding

Whatever case, planning should clearly identify such pupils and the scaffolds and approaches they require. Alongside the above, teaching should link with our over-arching TLAC principles, e.g: use of the EEF '5-a-day' approach.

Pupil Progress Meetings will be used to unpick the bespoke teaching approach each 'disadvantaged' child receives. The school will track the gap across the subjects for these pupils as they progress through the school; the aim being to narrow the gap between this pupil group and their peers.

EYFS

Our EYFS must be a welcoming, nurturing and highly effective provision. If pupils have a solid foundation and base to their education then it will support their progress in subsequent phases. Our key non-negotiables to support with this are:

EYFS Non-negotiables				
Curriculum and Planning	Staff in the EYFS	Environment	Parents	Other Areas
<ul style="list-style-type: none"> Weekly planning themes are anchored by a Key Quality Text. There are activities linked to a central theme across the prime and specific areas (for example, if you read Oliver's Vegetables then there will be activities like: planting seeds, making a salad, counting carrots in a box). There will be core evidence highlighting that reading and language are at the heart of everything happening in EYFS. This will be seen by: <ul style="list-style-type: none"> Phonics being taught daily 	<ul style="list-style-type: none"> One of the team is a Paediatric First Aider. Staff model/speak using excellent grammar and rich vocabulary at all times to aid with the promotion of Language Communication. Staff promote EYFS as a 'language rich' environment by: <ul style="list-style-type: none"> Speaking clearly Asking lots of questions Supporting pupils to speak for themselves (using full sentences) Reading to the children daily Repeating nursery rhymes 	<ul style="list-style-type: none"> The prime and specific areas will be reflected in the environment. Activities should be linked to the week's theme and have a clear purpose. The classroom must have: <ul style="list-style-type: none"> A reading corner Role play areas Creative stations Phonics displays Maths activities Literacy activities An outdoor area that is always set up and used Displays should be at a level children can see them, child-friendly and contain examples of their 	<ul style="list-style-type: none"> Tapestry will be used to effectively communicate and track learning. 	<ul style="list-style-type: none"> Tapestry will be used to make wide-ranging and details observations. Accurate assessments will be built upon through the weekly planning, use of tapestry, targeted observations and use of INSIGHT. All staff in the EYFS will show a commitment to: <ul style="list-style-type: none"> A thorough transition INTO the EYFS A thorough transition into Year 1 Adapting and improving the environment and curriculum to suit the needs and interests of pupils

<ul style="list-style-type: none"> - Phonics acutely linked to reading books - Key Quality Text on display - KQT linked to learning through the week - NELI, Speechlink and Language Link being used consistently <ul style="list-style-type: none"> • All aspects of the prime and specific areas are evident across a week. • Pupils of all need types are actively support and engaged with. Pupils with SEND will be supported through the curriculum. 	<ul style="list-style-type: none"> - Singing songs to support with understanding, e.g: of numbers 	<p>work (along with, preferably, pupil quotes).</p> <ul style="list-style-type: none"> • Tables and stations should be spaced such that pupils can move freely around the room. • The outdoor area must be accessible throughout the length of the school day – including in poor weather. • Evidence that there are systems in place that support pupils with keeping the classroom tidy, e.g: open resource trays so that pupils can easily stack items away. 		
--	--	--	--	--

Assessment

Teachers must design lessons and units in accordance with the models described from pages 16 to 21. In turn, this will create a sequence of learning which is consistent and aids assessment. We believe that planning a sequence of lessons (with defined end points) is more important than planning individual lessons because this approach helps ensure we have pupils build knowledge over time. This then leads to a pupil remembering the knowledge taught and thus mastering it.

Although not an agreed formal format, lessons and units generally follow a four-phase structure – all of which supports assessment. This comes under the ‘high quality teaching’ strand discussed in this document on page 3, ‘What Effective Teaching and Learning Looks Like at Thakeham.’

Phase	Overview	Detail
1	<p>Emersion: sets the scene and provides the ‘big picture’</p> <p><i>Links with the EEF’s ‘5-a-day’ approach</i></p>	<ul style="list-style-type: none"> •Creating an appropriate climate for learning •Linking the lesson to prior learning •Providing an overview of the lesson- the 'big picture' •Sharing learning intentions with pupils and then referring to throughout •Triggering the brain- prime the children by getting them to look or listen out for key points •Stimulating curiosity, generating interest and setting the challenge- if captured in the first few minutes of the lesson this goes a long way to ensure high quality learning
2	<p>Instruction: new information taught</p> <p><i>Links with the EEF’s ‘5-a-day’ approach</i></p>	<ul style="list-style-type: none"> •Explicit modelling of learning to develop a new concept or skill supported by think aloud •Assisted modelling provides further scaffolding •Independent application enables teachers to assess learning so far and support •Periods of exposition are short- input based on pupil's age plus 2 minutes for max. impact •More than one 'beginning' is created •Punctuated with questions •Phase 2 and 3 integrated with children 'having a go' with activity that breaks up exposition •New information is presented in several different ways- learning is multi-sensory
3	<p>Understanding: lessons help a pupil to make sense of information</p> <p><i>Links with the EEF’s ‘5-a-day’ approach</i></p>	<ul style="list-style-type: none"> •Pupils: Develop , demonstrate and discuss understanding to make sense of information •Teachers: encourage, reassure, guide, prompt and challenge pupils towards understanding

		<ul style="list-style-type: none"> •Promote quality interactions through a dialogic approach •Use a range of effective questioning strategies •Talk- 'think, pair, share' and 'turn and tell your partner' are regular features in lessons •Tasks engage pupils and challenge them to think •Pupils work both independently and collaboratively for a sustained period
4	<p>Review: pupils are assessed to see how much they remember</p> <p><i>Links with the EEF's '5-a-day' approach</i></p>	<ul style="list-style-type: none"> •Reviewing what has been learned •Reflecting on how it has been learned •Review is woven throughout the entire lesson •Pupils are actively involved in summarising their learning •All pupils can reflect on what they can now do and/or now know that they couldn't do before. •Refer back to the learning intention and success criteria and self-assess •Aim to finish the lesson with a question mark not a full stop

Below is an overview of our assessment systems. Teachers must use assessment as one of the core pillars of practice as outlined above in the section on page 3 entitled, 'What Effective Teaching and Learning Looks Like at Thakeham.'

In-house Formative	In-house Summative	Statutory	Across the Curriculum	EYFS	Ensuring Accurate Assessment	Promoting Good Outcomes	Quality Assurance
<p>Curriculum Overview informs Pacing Documents which inform weekly plans.</p> <p>LOs are shared with pupils and pupils understand them.</p> <p>Effective modelling, instruction and questioning is carried out by the Class Teacher.</p> <p>Teachers use a range of AfL techniques to receive live feedback as to a pupil's in-lesson performance.</p>	<p>Phonics assessments twice a term and recorded on the school's Phonics Tracker.</p> <p>End of Unit assessments take place for maths.</p> <p>Knowledge Organisers are used for Geography, Science and History with 'quick quizzes' completed at the end of a unit to ascertain how much of a KO a pupil has retained.</p> <p>All teachers in EYFS, KS1 and LKS2 have running weekly reading logs</p>	<p>EYFS Baseline completed Autumn 1 (see deadline when published).</p> <p>GLD reported to WSCC and DfE Summer 2 via CTF from MIS.</p> <p>Phonics Year 1 reported to WSCC and DfE Summer 2 via CTF from MIS.</p> <p>Phonics Year 2 reported to WSCC and DfE Summer 2 via CTF from MIS.</p> <p>MTC reported to WSCC and DfE Summer 2 via CTF from MIS.</p>	<p>INSIGHT subject skills tracked for reading, writing, maths and science (preferably as a unit is completed but definitely in line with dates for captures 1, 2 and 3).</p> <p>INSIGHT subject skills tracked for all other subjects as a unit is completed.</p>	<p>Tapestry kept up-to-date as year progresses.</p> <p>INSIGHT completed in line with rest of school.</p>	<p>Termly moderation of reading, writing and maths outcomes/books (6 x yearly) in staff meetings.</p> <p>Discussion of pupils in the 4 x yearly pupil progress meetings.</p> <p>Triangulation of books with skills ticked off on INSIGHT and summative data.</p>	<p>Pupil Progress Meetings:</p> <p>-End of Autumn 1 (target setting meeting)</p> <p>-End of Autumn 2</p> <p>-End of Spring 1 (unpicking any final support ahead of SATS)</p> <p>-Start of Summer 2 (unpicking any final support that can be given ahead of end of year)</p> <p>-End of Summer 2 (prep for next year with new teacher)</p>	<p>FGB monitoring every long term.</p> <p>External moderation by WSCC in Summer 2.</p>

Where necessary, teachers complete mini-plenaries, plenaries and assessments to provide ongoing opportunities for pupils to apply their learning. Questioning is thoughtful, purposeful and focused.	(either done in-house or by volunteers). INSIGHT summative data completed for the following times: -Baseline/targets: end of Autumn 1 -Capture 1: end of Autumn 2 -Capture 2: end of Spring 2 -Capture 3: end of Summer 2	KS1 reported to WSCC and DfE Summer 2 via CTF from MIS. KS2 reported via update on KS1 section of PAG by Summer 2 (see KS2 ARA when published).				Data targets set for teachers at the end of Autumn 1 in line with performance management cycle. The following is used: -National data -Pupil flightpaths -FFT Aspire -Last year's data -Baseline info	
---	---	--	--	--	--	---	--

Criterion used across the school for summative assessments:

In KS1 and 2, we use an 'on track' system. Pupils are given a target at the start of the year and are then tracked according to how securely they are working towards meeting that target. Pupils work within the skills for their year group and receive an assessment based on that.

The SENCOs keep a range of extra assessment information that builds a more detailed picture of pupils on the SEND register. This is because, sometimes, these children make much smaller steps that need carefully evidencing. The SENCOs gather assessment information on the Inclusion Dashboard and share this with teaching staff. Assessments can be carried out for: NELI, Speechlink, Language Link, DST, BOXALL, Jump Ahead, phonics, YARC, SWRT, SWST and Sandwell.

EYFS	KS1	LKS2	UKS2
In-year: PKF: working below the requirements of their year group WTS: working within and towards the requirements of their year group EXS: working at age related End of year:	In-year: PKF: working below the requirements of their year group WTS: working within and towards the requirements of their year group EXS: working at age related GDS: working above the requirements of their year group	In-year: PKF: working below the requirements of their year group WTS: working within and towards the requirements of their year group EXS: working at age related GDS: working above the requirements of their year group	In-year: PKF: working below the requirements of their year group WTS: working within and towards the requirements of their year group EXS: working at age related GDS: working above the requirements of their year group

<p>GLD/EYFSP: reported to WSCC and DfE via CTF from INSIGHT. Children flagged as 'expected', 'emerging' or 'exempt'. Headteacher manages this.</p>	<p>End of year: Phonics: reported to WSCC and DfE as a score out of 40. Headteacher manages this.</p> <p>KS1: reported to WSCC and DfE via CTF from INSIGHT using same determiners as our in-house system. Headteacher manages this.</p>	<p>End of year: MTC: completed on the DfE portal. Reported to WSCC and DfE via CTF from INSIGHT. Headteacher manages this.</p>	<p>End of year: KS2 TA: reported on Primary Assessment Gateway. Deputy Headteacher manages this.</p> <p>KS2 SATS: reported via Primary Assessment Gateway.</p>
--	---	---	--

Marking and Feedback

Below is the school's agreed approach to marking and feedback. The central aim is to always move learning forward. Mistakes should not be consistently repeated.

Across the Key Stages		
Key Approaches		
EYFS	KS1	LKS2 and UKS2
<p>Tapestry main form of recording and feedback to staff and parents.</p> <p>Verbal (live feedback) main method with pupils.</p> <p>Teachers have freedom to make notes, comments, quotes of pupil voice on pupil work as they see fit in line with what they feel will support pupil progression (no set format).</p>	<p>Live (verbal) feedback is the main, agreed form of feedback. This should be in the lesson as much as possible with the teacher planning time into the teaching to walk around and give the feedback required.</p> <p>Teachers can choose to mark Maths and English work in more depth if they feel it will support pupil progress. When and how much is up to the teacher but should be aimed at moving a child's learning forward – not simply evidencing feedback.</p> <p>Teaching Staff to mark in pink.</p> <p>Any editing by pupils will be in purple.</p> <p>Live feedback only for: Handwriting Spelling CEW Foundation and Topic</p>	<p>Live (verbal) feedback is the main, agreed form of feedback. This should be in the lesson as much as possible with the teacher planning time into the teaching to walk around and give the feedback required.</p> <p>Teachers can choose to mark Maths and English work in more depth if they feel it will support pupil progress. When and how much is up to the teacher but should be aimed at moving a child's learning forward – not simply evidencing feedback.</p> <p>Teaching Staff to mark in pink.</p> <p>Any editing by pupils will be in purple.</p> <p>Live feedback only for: Handwriting Spelling CEW Foundation and Topic French</p>
Things to Note		

- If choosing to use live feedback in a lesson, the teacher must be seen to be getting up, circulating and giving the feedback.
- Errors and misconceptions must still be identified and corrected. Books should not show repeat errors.
- Teachers do not need to feel like they have to PROVE they are providing feedback. Book Looks, Learning Walks and Deep Dives will determine whether progress can be seen. If teachers are not providing feedback, then the logic is that progress will not happen as quickly or not be seen at all.
- If a teacher chooses to deep mark Maths, then PECS should continue to be used.
- It is the expectation that if a teacher, during live feedback, requests an edit be made, then the pupil stops and makes the edit. In the middle of a lesson, it is acceptable for the pupil to make the edit using the pen/pencil they are using – to save time. However, if a pupil is reflecting and going back over work (such as in writing), then edits should be in purple wherever possible. This should be a firm expectation in LKS2 and UKS2. In KS1, teachers have freedom to determine whether a pupil is sufficiently mature enough to independently make edits in purple.

CPD

The following CPD structures are in place:

Mandatory Training	Safeguarding Training	Teachers	Teaching Assistants	All Other Staff
The Head and Business Manager will ensure all statutory, mandatory training is completed. A tracker is kept and gaps filled, e.g: fire warden.	Statutory full safeguarding training takes place in September in line with KCSiE. A top up is given at least once in the year. The equivalent of weekly CP training is provided via add-ons to meeting agendas.	Teacher staff meeting is Thursday 3:30pm to 4:30pm. SDP items are covered via these alongside INSET and any paid-for external training required for school improvement, e.g: maths mastery.	TA meeting is Thursday 08:30am to 9am. SDP items are covered via these alongside INSET and any paid-for external training required for school improvement, e.g: ELSA.	The School Business Manager will ensure that all required training for the Site Manager and Secretary is completed as required, e.g: COSHH and Bromcom.

A CPD tracker is kept for safeguarding and updated as necessary. One is also kept for training given to teachers and TAs.

Monitoring

Monitoring takes place as needed and in whatever way required. The School Leadership reserves the right to engage in any monitoring required to ensure standards are high and in line with the school vision, school values and SDP targets. However, the base systems are:

Weekly Learning Walks	Moderation	Books Looks	County and Governors	Assessment
<p>Termly learning walks take place (usually on a Thursday). Themes are based on the SDP and current need and communicated to staff via the termly planner.</p> <p>We do not routinely engage in full lesson observations.</p>	<p>Every subject is moderated across the academic year with the teachers via staff meetings. Core subjects are moderated at least three times.</p> <p>We are also externally moderated by WSCC.</p>	<p>Every subject is 'deep-dived' at least once a full cycle (A+B). As part of this, book looks take place.</p> <p>Core Subject books are looked at least once a half term.</p>	<p>WSCC engage in school improvement visits across the academic year. Reports are compiled for School Leaders.</p> <p>The FGB engage in termly monitoring in line with the SDP.</p>	<p>Moderation and Pupil Progress Meetings are used to moderate assessments.</p>

Links with other Policies

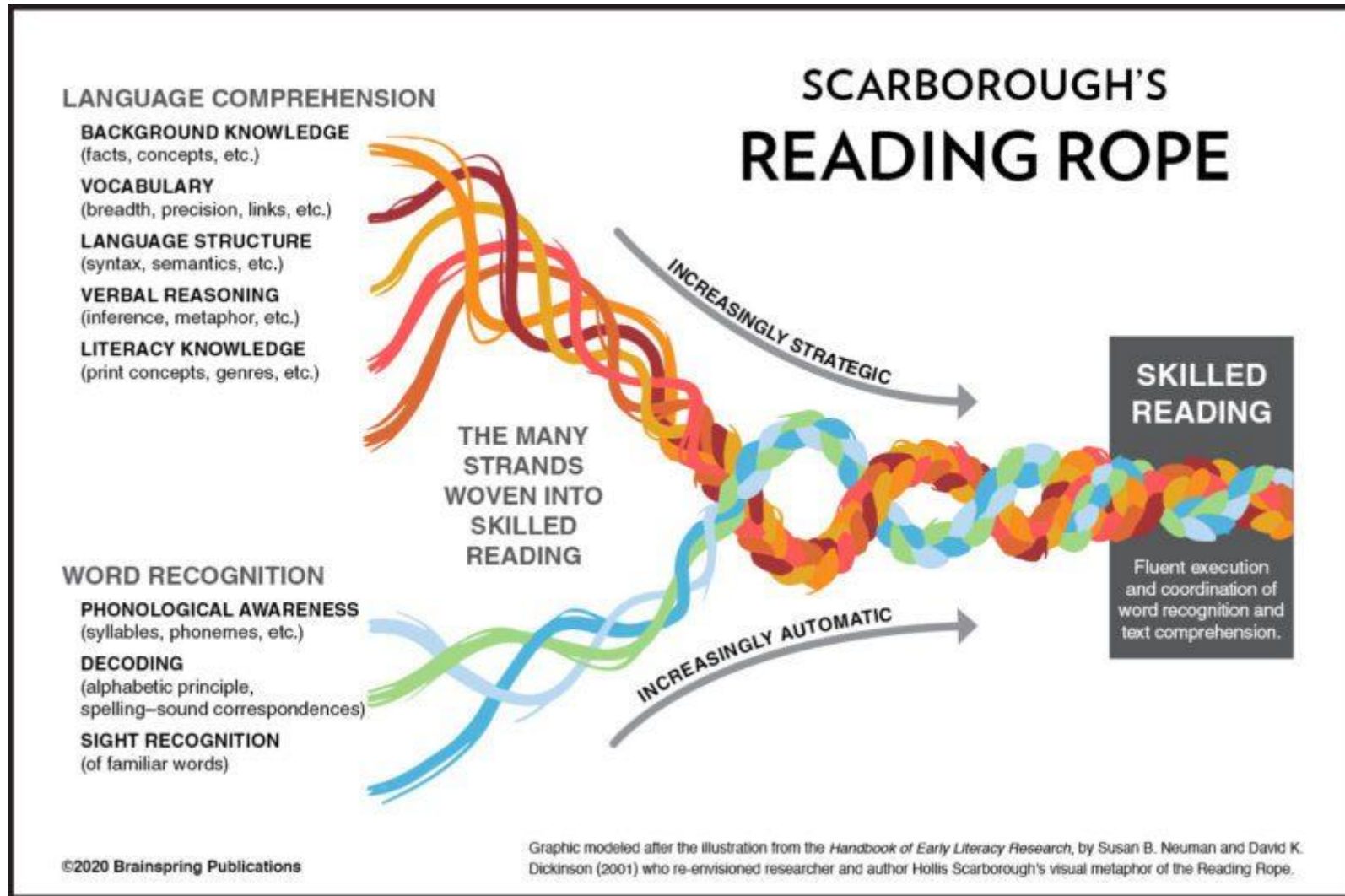
You will need to read the following alongside this policy:

- SEND policy and SEND Information Report
- Behaviour Policy
- Any related subject policies, e.g: calculations policy

Appendix






Appendix 1

The Reading Rope details the inter-relationship between all the skills required to achieve fluency in reading:



Appendix 2

Example of the VIPERS format that pupils need to have in their books. This can be altered and edited by teachers to suit book/class/needs so long as VIPERS is used as the model. In Key Stage 1, teachers can colour-code words to help pupils find answers:

Thursday 4 th May 2023 VIPERS VIPERS Questions	
<p>Turn to page 10-11 in <i>Toby and the Great Fire of London</i>.</p> 	<p> Why is 'FIRE' written in capital letters? How should this be read?</p> <p> Why is the river full of boats? What are people trying to do? Do you know the name of the river?</p> <p> What might Toby be thinking and feeling when he sees the flames?</p> <p> If you were there, what would you be able to see/smell/taste/touch/hear?</p>

Appendix 3

Example of an acceptable Key Stage 1 and EYFS reading corner. It should be inviting, welcoming and have that 'wow-factor':

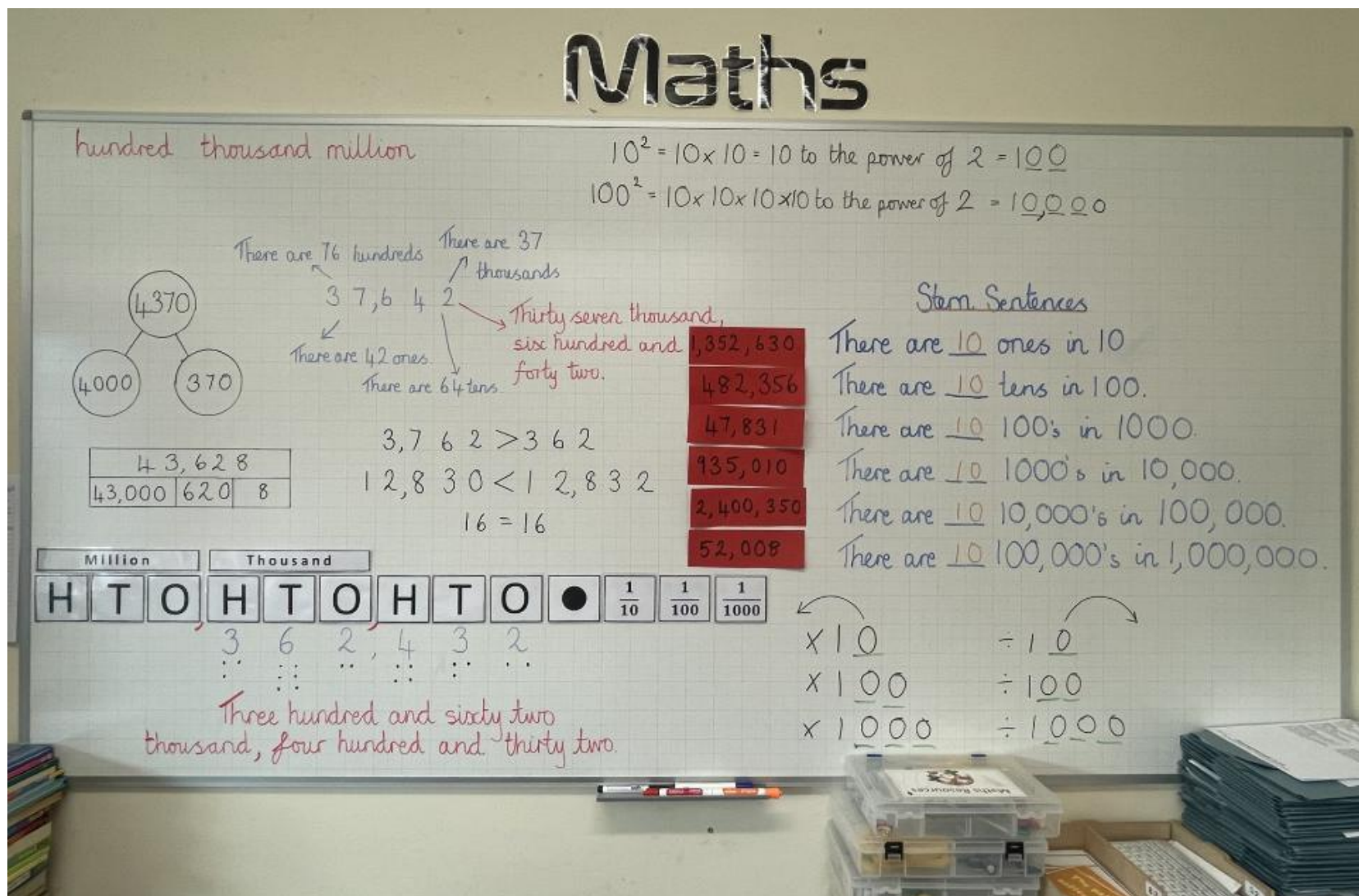


Example of a Key Stage 2 reading corner. It should be inviting and welcoming but recognise the increasing maturity of the children:



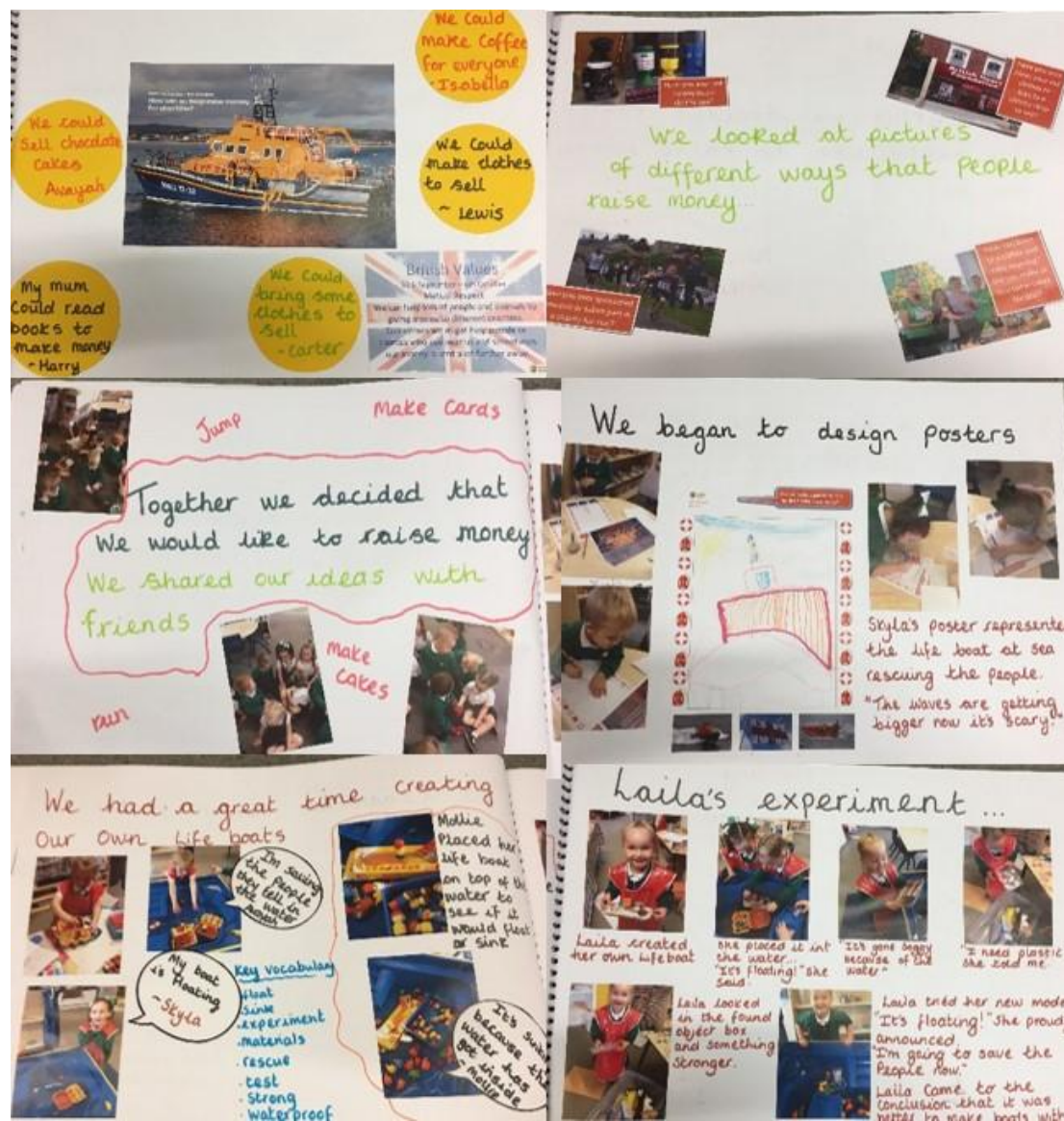
Appendix 4

Example of a good maths working wall. Please see the 'models' section above for information on what a WW should include for maths:




Appendix 5

Example of a good floor-book (to be used in EYFS to capture incidental PSHE):



Example of a good knowledge organiser (this is a science one from Year 5/6):



**Earth and
Space
Knowledge
Organiser**

Thakeham Primary
School


ASTRONAUTS and SPACE MISSIONS

The first man-made satellite to orbit Earth was called Sputnik and was launched by the Soviet Union in 1957.


Yuri Gagarin was the first human in space in 1961.

Neil Armstrong was the first person on the moon in 1969.

The International Space Station was launched in 1998 and is a joint project between 5 space agencies (USA, Russia, Japan, Europe and Canada). It is a research laboratory which is in Earth's orbit.




Pluto used to be considered a **planet** but was reclassified as a **dwarf planet** in 2006.



Key Vocabulary	
Sun	A huge star that Earth and the other planets in our solar system orbit around.
star	A giant ball of gas held together by its own gravity.
moon	A natural satellite which orbits Earth or other planets .
planet	A large object, round or nearly round, that orbits a star .
sphere	A round 3D shape in the shape of a ball.
spherical bodies	Astronomical objects shapes like spheres .
satellite	Any object or body in space that orbits something else, for example: the Moon is a satellite of Earth.

THE PLANETS



MERCURY	VENUS	EARTH	MARS	JUPITER	SATURN	URANUS	NEPTUNE
57.91 million km	108.2 million km	149.6 million km	1227.9 million km	1778.5 million km	1.429 billion km	2.871 billion km	4.498 billion km

DISTANCE FROM THE SUN

MATHS MARKING CODE

The PECS code to be used for maths marking:

Maths Marking Code

Can you **P**rove that your answer is correct?

- Try a *different method* to answer the same question.
Do you get the same answer?
- Try *doing the inverse*: work backwards, starting at the answer to prove that you were correct.

Can you **E**xplain what you have done?

- Can you write a short 'how to' guide, teaching someone else how to do this skill?
- Can you explain in words or with a picture how you know you are correct?

Can you **C**hoose ...?

- Choose a method which demonstrates your understanding.
- Choose a new way to show your working out/answer
- Choose a partner to discuss your reasoning with.

Can you **S**olve a problem?

- Try making up a similar question, using your own numbers.
- Try to challenge yourself with larger or trickier numbers.
- Can you write a 'real life' *maths* problem using this skill?



At Thakeham we CARE