

Hylton Castle Primary School

TEACHING AND LEARNING POLICY

Link governors: Alison Atkinson

Policy written by: Louise Masters

Date ratified by governors: November 2018

Reviewed (date): November 2019 or sooner if appropriate

CONTENTS PAGE

THE CURRICULUM

- Planning Formats
- Planning Expectations (Foundation, English and Maths)
- Weekly Planning Arrangements
- Half Termly Planning arrangements
- Subject Timings
- Exercise Books List

TEACHING & LEARNING

- Learning styles
- Learning to Learn
- Lesson Guidelines
- Cross Curricular Lessons
- Expectations for cross curricular books
- Expectations for exercise books
- Expectations for Class Books
- Intervention Arrangements
- Assessment for Learning
- Pupil Targets
- Learning Environment
- Display
- Routines & Rules
- Marking
- Celebrating Achievement
- Equality & Diversity
- SEND

CLASSROOM MANAGEMENT

- Communication of high expectations
- Supply Teachers
- physical organisation
- resources

ROLES & RESPONSIBILITIES

- Roles of TLR holders
- Teachers & Other Adults

Introduction

This policy guides what the school does as an organisation to create an effective and well-managed learning environment in which the needs and interests of each child can be met.

Consistency of practice amongst all staff is essential for a self-evaluating, improving school.

This policy provides the framework around which consistency of practice can be established and maintained.

We expect every teacher to be a good teacher – no child deserves less.

Aims

This policy aims to ensure that children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Furthermore, the policy is designed to:

- raise standards of achievement in all aspects of pupil development through the school.
- develop each child's desire to achieve.
- lay the foundations for a lifelong love of learning.
- develop and communicate an ethos of high expectation throughout the school community.
- provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential.
- develop skills enabling children to deal with challenges and change.
- develop a child's self confidence and feeling of self worth.
- provide children with a purpose and context for their learning.
- develop a child's talents on every front.
- promote a caring and considerate attitude towards each other within the community.
- foster the tolerance of opinions and beliefs of others.
- engender social skills that enable children to work and communicate effectively with others.
- promote independence.

The Curriculum

With the help of the whole school community, Hylton Castle Primary has developed a curriculum which we feel is relevant, exciting and addresses the aims above. The curriculum is skills-based, and uses the new national curriculum(introduced in September 2014) to draw curriculum links in a meaningful and enjoyable way for both pupils and staff. Our aim is to provide our pupils with the skills they require to be proficient and adaptable to working in all areas of the curriculum. These skills will in turn enable our pupils to display the characteristics of good readers, writers, mathematicians, scientists, designers, citizens, artists, musicians, computer users, international speakers, sports people, geographers and historians.

We aim to provide pupils, in all lessons, with a learning experience that is matched to their individual needs. All pupils are taught their specific year group objectives, for all subjects, and all lessons are planned to take account for the different **depths** of understanding within a class. We use the following terms in both our planning and when discussing this depth of learning to our pupils:

PADDLERS – the outcomes expected for those pupils who will require more adult support and or the use of prompts or equipment.

SNORKLERS – the outcomes expected for those pupils who are beginning to work more independently and require less scaffolding/prompts/equipment.

DIVERS – the outcomes expected for those pupils who can work independently of support and scaffolds /equipment

These terms are referred to, and used as visual prompt, throughout our planning, delivery and marking of work.

This Curriculum is delivered using the following planning guidelines:

Planning

Teachers will follow agreed guidelines for planning a skills-based, integrated and differentiated curriculum that meets the needs and interests of all pupils.

Teachers are expected to produce medium term plans and daily lesson plans which are regularly monitored by the Head teacher, SLT and Curriculum Coordinators.

Literacy and Numeracy are planned to meet the needs of individual pupils, using the National Curriculum as a source of reference. The appropriate medium term plan for English and Maths is modified, as appropriate, to allow for cross curricular links and to meet the learning needs of the class.

Key skills and breadth of study in the foundation subjects will be taught through a flexible, integrated and differentiated curriculum.

Long Term Planning - Year Group Curriculum Overviews

The National Curriculum has been organised into yearly Curriculum Overviews (see appendix A) which map out the National Curriculum coverage required for each year group in all subjects. These have been linked, where possible, to create a topic based learning approach where cross curricular links are used to embed and enhance learning opportunities. Teachers use the national curriculum to identify the key learning objectives that need to be covered for their specific year group and cover these by tailoring the lessons and topic to meet the interests of the pupils in their class. Depth of coverage of each objective is detailed in the daily short term planning which is saved onto the relevant year group Prowise folder.

Maths – teachers are to use the Maths Curriculum Coverage Document to ensure all strands for their specific year group are covered across the school year. (Appendix B)

English – teachers are to use the English Whole School writing assessment document (KPI document) to ensure the specified genres for their specific year group are taught across the year. The English Assessment of writing/Reading sheets are to be used to ensure all writing and reading strands are covered by the end of the year.(Appendix C)

Medium Term Planning

Teachers use the Year Group Curriculum Overviews to plan the learning opportunities for their pupils within one half term. The planning format is standardised throughout the school (See Appendix D)

We aim to provide pupils with the necessary skills to be competent in the specific subject they are learning. With this in mind we use subject specific verbs when generating the key objectives for each separate subject on the front page of the medium term plan (See Appendix E for Trigger verb example page) This helps us to keep our teaching and learning intentions tightly focused. A brief weekly overview of how these objectives will be delivered throughout the half term is included on the second page.

Short Term Planning

Teachers plan and save lessons electronically using the Pro Wise planning boards. Lesson plans are saved to their year group folder in subject and date order. (See Appendix F) Whichever option is chosen, the planning principles and expectations for all year groups is the same.

To ensure consistency of teaching standards throughout our school all teachers will follow specific expectations for planning of English, Maths & Foundation subjects.

Planning Expectations (English and Foundation Subjects)

All English & Foundation Subject Lessons to have identified:

- A clear Learning Intention – recorded and displayed to the pupils as **WALT or LI**
- Clear success criteria for the lesson – recorded and displayed to the pupils as **STEPS TO SUCCESS**
- **LESSON NOTES/FLIPCHART PAGES** – these can be a brief or as detailed as the staff member requires
- **EXPECTATIONS** – recorded as an ELO (Expected Learning Outcome) on the Pro wise page. These are the expected outcomes for the pupils in the class i.e. what they will do, say or record to show that they have achieved the learning intention that day.

Planning expectations (Maths)

- A clear Learning Intention – recorded and displayed to the pupils as **WALT or LI**
- Clear success criteria for the lesson – recorded and displayed to the pupils as **STEPS TO SUCCESS**
- **A clear Expected Learning Outcome** identified for pupils
- **MENTAL MATHS** objective for the lesson identified
- **ONE CALCULATION 5 WAYS** – a calculation identified for the children to solve in 5 different ways
- **POLISH AND IMPROVE** opportunities for lesson identified
- **EXPLORE** opportunities for lesson identified
- **STRUCTURE & MODEL** opportunities for lesson identified
- **INTELLIGENT PRACTICE** opportunities for lesson identified
- **APPLICATION OF SKILLS** opportunities for lesson identified
- **REFLECTION** opportunities for lesson identified

See appendix 3 for more detailed information and definitions

Weekly Planning Arrangements

The following guidelines are to be followed by all teaching staff (permanent and supply)

Lesson plans should be saved (in their final version) to the relevant year group folder on the morning of teaching and should be available for all senior leaders to access if required.

Half Termly Planning Arrangements

Teachers are required to hand in to the head teacher, on the first Monday of the second week of each half term:

- A medium term plan with Parent work share once per term and identified trip/visitor once per half term)
- PAG groupings
- A timetable
- The Curriculum Coverage Documents (Including English, Maths, Science, History, Geographer, Art, Design and Technology, PE, ICT) highlighted for previous term (in relevant colours Autumn I Autumn II Spring I Spring II **Summer I** Summer II
- The Maths year group coverage document highlighted in relevant colour
- The Year group Curriculum Overview highlighted for that half term
- The Medium term plan onto website (front 2 pages only)

Subject Specific

Religious education is planned and delivered using the RE Discovery scheme.

SMSC is taught using the JIGSAW scheme.

Music is taught using the national curriculum and the Charanga Music scheme of work across KS1 & KS2

Phonics is taught to pupils in Nursery, Reception and Year 1. Children in Year 2 who did not pass their Phonics test in Year 1 will continue to be taught phonics throughout Year 2. In year 4 these phonics sessions will be replaced with a greater focus on developing their skill of sight reading of the common high frequency words.

Timings

KS1 pupils have 1hours PE per week taught by our PE coach Mr.Wilcox

Ks2 pupils have 2 hours of PE per week. (1 hour lesson taught by our PE coach Mr.Wilcox. and one hour taught by the class teacher alongside Mr.Wilcox)

KS1 & KS2 pupils will have 5x Maths 5 x Mental Maths and 5 x English lessons per week.

Handwriting and spelling will be taught 3 times per week.

Cross Curricular writing will be taught once every half term.

Foundation subjects are taught on a two weekly cycle and evidence from all foundation subject lessons are collated into separate class books.

Exercise books

Pupils will have the following exercise books:

Vocab book

I'm A Writer- (Skills book) – skills that have been taught to the children in their build up lessons will be practiced in these individual skills books.

I'm a Handwriter (practice sheets)

I'm a Mathematician

Reading Journal – to include any reading activities completed e.g. book reviews, comprehension etc..

I'm A Speller

I'm an Artist (Sketch Books)

- English build up book (class book) – evidence of writing exploration lessons to be included in this book.
- We're Scientists (class book)
- We're Historians (class book)
- We're Geographers (class book)
- We're Computer Users (class Book)
- We're Good citizens (class book)
- We're International Speakers (class book)
- We're Artists (class book)
- We're Designers (class book)
- We're Musicians (class book)
- We're Sports People (class book)
- We're Religious Investigators (class book)

Teaching and Learning

We believe that children learn best when they:

- Are happy
- Are interested and motivated
- Understand the context for learning
- Achieve success
- Feel valued
- Are given tasks that match their ability
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated
- Know the steps that they need to take to improve

Teaching

Teachers are expected to follow all policies and endeavour to:

- promote effective and positive interaction with pupils
- promote high expectations
- plan lessons which have clear objectives which are communicated effectively to pupils
- use a range of teaching styles
- use a range of questions
- recognise and manage effectively the support of other adults in the classroom
- use well timed interventions to help the pupils make good progress
- provide feedback to pupils about their progress
- ensure that the assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept
- recognise the importance of health and safety
- acknowledge and make the best use of the contribution of parents, the community and work carried out at home

Learning

Children will have the opportunity to:

- work individually, in groups and as a class
- investigation and problem solving
- research and finding out
- group, paired, independent, whole class work
- asking and answering questions
- use of the computer
- debates, role-plays and oral presentations
- designing and making things
- broaden their experiences through visits and visitors and fieldwork
- make decisions
- work cooperatively
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- reflect and evaluate their learning
- make an active contribution to setting their personalised targets for improvement

Learning styles

Teachers should be aware of children's different preferred learning styles

Visual

Auditory / orally

Kinaesthetically

And more specifically in Mathematics

Concrete

Pictorial

Abstract

Therefore, we endeavour to take account of these different learning styles when planning and teaching.

Learning to learn

During the first two weeks or so teachers should ensure expectations, routines and good learning habits are taught to children. They should be embedded through:

- mutual respect
- use of effective displays
- consistent reinforcement
- revisiting, evaluation
- SMSC
- Positive behaviour management, rewards, praise
- Circle time
- Effective use of plenaries
- planned opportunities for development (such as developing children's skills in group work, presentations etc)

Teachers will plan effective opportunities to **teach and nurture** in children the following key skills: (the 5 R's)

- resilience
- resourcefulness

- reflective
- relationships
- risk taking

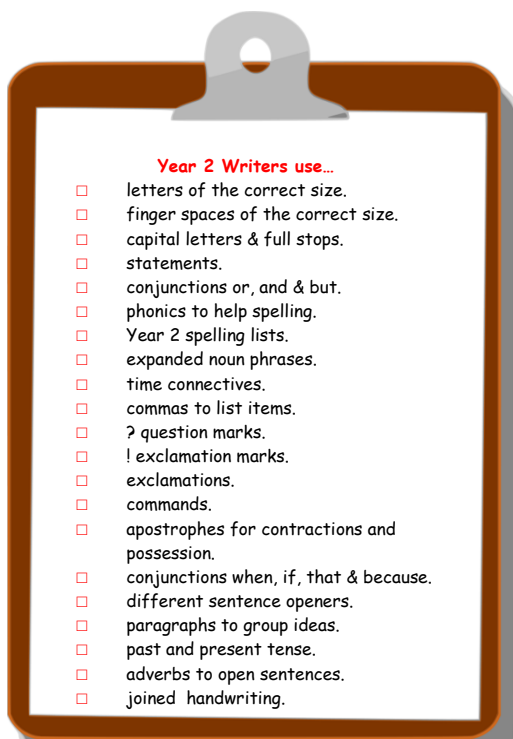
Teaching (Maths)

All lessons will cover the following areas of the 'Mastery' approach to mathematics. These strands may be covered within one lesson or may be spread out over a period of a few lessons depending upon the time taken for the learning to embed.

- A clear Learning Intention – recorded and displayed to the pupils as **WALT or LI**
- Clear success criteria for the lesson – recorded and displayed to the pupils as **STEPS TO SUCCESS**
- **POLISH AND IMPROVE** opportunities for lesson identified
- **EXPLORE** opportunities for lesson identified
- **STRUCTURE & MODEL** opportunities for lesson identified
- **INTELLIGENT PRACTICE** opportunities for lesson identified
- **APPLICATION OF SKILLS** opportunities for lesson identified- Pupil tasks/application of mathematic skills taught will be organised into levels of challenge (paddler, snorkeler & diver) with pupils encouraged to choose their own level of challenge. In addition to this, challenge questions/activities are to be provided for pupils working at each depth of learning stage.
- **REFLECTION** opportunities for lesson identified
- **EXPECTATIONS** identified for – paddlers, snorkelers & divers
- **MENTAL MATHS OBJECTIVES** opportunities for lesson identified
- **TIMES TABLES PRACTICE** opportunities for lesson identified.
- **ONE QUESTION FIVE WAYS** opportunities for lesson identified.

Teaching of Writing

Teachers/TAs are to use the relevant year group 'Writer's Checklist' to encourage pupils in their year group to work towards achieving their end of year writing expectations. The 'Writer's Checklist' posters are to be displayed in the classroom and referred to regularly throughout the writing process. Smaller, simplified versions of the checklist are to be used/ stuck into pupils' writing books, when applicable, so that they can be used for peer and self –assessment.



To promote pupil engagement in writing lessons, teachers are to use a range of strategies to promote writing within their class. Different coloured paper, pens and post it notes should be used to encourage the children to want to write. We encourage teachers to use a range of exploration writing activities to engage the pupils in the writing process. In these lessons the focus is on the pupil involvement in the writing process and so handwriting is not commented upon in these sessions. Evidence from these exploration lessons is to be presented in the class build up book to show the progression that has been planned towards the final polished piece of writing.

Lesson Guidelines

Maximum use of lesson time:

- Lessons should start promptly in order for maximised learning to take place.
- This means that staff should be on the yard promptly, before the whistle/bell is due to be sounded.
- This also means that if children are late out to play, the length of the retrospective break time is reduced.

Cross Curricular Lessons

Cross curricular writing lessons are to be planned and taught once per half term. This is to allow for a progressive cross curricular writing unit to be taught with the same focus as a normal writing unit (2-3 weeks in length usually)

Expectations for exercise books

- Every piece of work will be dated and will have a focused Learning intention or WALT indicated at the top of the page.
- The organisation of this will follow DUMTUM (Date, Underline, Miss a line, Title , Underline, Miss a line)
- Every piece of work will have identified whether or not the work was completed individually (ind) with support (sup) with the use of scaffolds (scaff) Or with regular adult prompting to finish (prompt)
- In maths books an addition CPA system will be used to identify whether the pupils completed the work using concrete, pictorial or abstract methods
- Every piece of work will be marked in accordance with the school marking policy.
- Work will be presented neatly and using our cursive handwriting style.
- Pencils will be used for Key Stage 1 and handwriting pens for KS2 pupils, as soon as their letter formation is accurate.
- All lines will be drawn with a ruler.
- If worksheets are used they should be cut to size and stuck in neatly without any overlapping edges.

Expectations for class books

- All entries will be dated
- All entries will have a focused subject specific learning intention - WALT
- All entries will have cross curricular links identified and if there are none please put N/A

- All entries will have the steps for success for that lesson stuck into books.
- If a cross curricular writing lesson is being taught instead of this subject specific lesson then the work in the class book will be dated, have a clear focused subject specific WALT and will note under the cross curricular links title (seeclass book for cross curricular lesson.) THERE IS NO NEED TO ADD STEPS TO SUCCESS FOR THIS SUBJECT SPECIFIC LESSON AS THE MAIN FOCUS IN A CROSS CURRICULAR LESSON IS THE ENGLISH FOCUS AND THESE WILL BE DISPLAYED IN THE CROSS CURRICULAR WRITING BOOK.
- A variety of samples of work will be included in the book to demonstrate the outcomes of the lesson eg.. photographs, pupil comments, examples of work completed, thought bubbles, questions posed and answered etc..
- All comments should be labelled with child's name.
- Work should be marked and corrected by pupils (with green pen) if necessary.
- Subject specific spellings mistakes should be identified and corrected in green pen by pupils.
- Work should be stuck in neatly and sheets should be cut to fit the pages.
- Any work completed by the children and stuck into the class book should have ind, sup, scaff, prompt identified at the top of the worksheet.
- After each entry a class grid sticker should be used to identify the pupils who demonstrated a deep level of understanding – divers (highlighted in blue) and a basic level of understanding - paddlers (highlighted in yellow) It is presumed that those pupils who have no highlighting are working at an advancing level – snorkelers. Highlight colours dependent on how your class have performed in that specific lesson. This information will be different for each lesson as children have strengths and weaknesses in different subject areas.
- There should be an example of at least one of each of the divers and paddlers work recorded in the book for that session.
- Pupils who failed to reach their expected outcomes for the lesson will be listed under the Underachievers title. (no need to link these pupils to the highlighted pupils)
- Notes are to be made to explain how this underachievement was addressed or is going to be addressed in future lessons.
- Any pupils who were absent for the lesson must be noted in the class grid using the agreed symbols- O - intervention / - absent M – music lessons

Intervention Arrangements

Interventions are organised to cater for the specific needs of our pupils. They are timetabled to be delivered by both teaching assistants and teachers every afternoon.

Interventions are organised in two ways.

Timetabled intervention – Teaching assistants are timetabled to lead a variety of interventions to cater for the educational, social and emotional needs of our pupils e.g. Nurturing, motor skills, mental maths, Maths and English Catch up intervention sessions.

Daily Interventions - Teachers target pupils who have not achieved their learning intention in Maths or English that day/previous day or who required lots of adult support in these lessons.

This type of intervention will include different pupils each day.

Weekly Intervention Records are kept and updated daily by staff. (Appendix G)

Intervention stickers are used in books to indicated who delivered the intervention, the date it was delivered and the date of the work being corrected. (Appendix H)

The parents / carers of all children receiving timetabled intervention will be informed by the class teacher or SENCo. Parents will be kept up to date with their child's progress in each respective area and will be given suggestions as to how they can support their child at home.

Assessment for learning (AFL)

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there' (*Assessment Reform Group, 2002*)

AFL strategies therefore underpin all of our teaching and are crucial to effective teaching. Particular emphasis is placed on:

- The effective communication of learning intentions and how children are expected to achieve them
- Effective peer and self-assessment
- Effective marking and feedback

Pupil Targets

All pupils have personal Writing, Reading and Maths targets that clearly show each pupil the next step they need to achieve to enhance their learning. Targets are specific to each child and are set as and when required by the class teacher. They can be generated with the pupils from individual writing conferences, specific intervention session, from marking of books or can be issued by staff when a specific misconception or key skill is made evident.

Pupil targets will be recorded in the Maths and English books. They will either be stuck onto the front page of the book or will be indicated by the teacher in the marking of the work. Targets will be changed as and when their work indicates it is necessary.

Maths Targets

These are often based on mental maths strategies but can be related to other areas of maths as and when required. Targets will be assessed through marking of books, observations of pupils as they work and discussions with the child and new ones set accordingly. Teachers can choose to record these during the marking stages with either 'Target - details ' or in the form of a target sticker inside the front cover of the child's book. Every child is aware of their target and how they can improve.

English Targets

These are often based on writing strategies but can be related to other areas of English as and when required e.g spelling, grammar, handwriting etc. Targets will be assessed through marking of books, observations of pupils as they work and discussions with the child and new ones set accordingly. Teachers can choose to record these during the marking stages with either 'Target - details ' or in the form of a target sticker inside the front cover of the child's book. Every child is aware of their target and how they can improve.

Learning Environment

The learning environment will be:

- challenging and stimulating
- peaceful and calm
- happy and caring
- well-organised
- well- resourced

Children will be encouraged to develop organisational skills and independence through:

- reinforcement of our Learning to Learn ethos
- appropriate tasks

- confidence building
- the teacher leading by example
- cooperation
- provision of suitable opportunities
- responsibilities

Display in the school will: (Appendix I)

- Create an attractive and stimulating environment
- Have an explanation as to the purpose and context of the display
- Include work on different aspects of the curriculum
- Reflect individual child's effort as well as ability
- Sometimes be interactive
- Always Be carefully maintained
- Be directed by the TLR post-holder for Art and Display

Routines and rules

Teachers are expected to establish consistent daily routines and ways of working e.g. register, lining up, tidying away and wet playtimes.

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- clearly understood
- fair and consistent
- realistic and positive
- as far as possible consistent throughout a key stage

Marking (Appendix J)

All teachers will mark children's work effectively, in line with our marking policy.

Marking must

- be kept up to date
- give children constructive feedback on their work
- provide opportunities to apply their knowledge through answering of Green Pen Questions
- provide opportunities for individual dialogue with children
- help children to reflect on their progress towards learning intentions
- help children understand what they need to do to improve

School Teachers' Pay and Conditions Document:

paragraph 74.7

Such a teacher shall, in addition to the requirements set out in subparagraphs 2 and 3 of this paragraph, work such reasonable additional hours as may be needed to enable him to discharge effectively his professional duties, including in particular, his duties under paragraphs 72.1.1 and 72.1.3. The amount of time required for this purpose beyond the 1265 hours referred to in sub paragraph 3 of this paragraph and the times outside the 1265 hours specified hours at which duties shall be performed shall not be defined by the employer.

Celebrating Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life by:

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- encouraging self esteem

- the awarding of stickers and certificates
- celebrating achievements in assembly
- issue of stars towards achieving Bronze, Silver & Gold awards

Equality and Diversity

Each teacher will develop a personalised learning programme for individual child. Programmes will be varied and may involve whole class, group work or individualised work as and when appropriate.

SEN/D

- From time to time it may be appropriate for children with special needs to be taught individually or in small groups.
- The responsibility for teaching SEN children may be shared between the teacher and teaching assistant. Responsibility should be shared, as far, as possible, however, in equal amounts. In no instance should a child with SEN/D be taught for the majority of time by a teaching assistant.
- Similarly, no child with SEN/D should be withdrawn from the class for an unequal amount of time. Teaching assistants should be encouraged, as far as possible, to support children in the classroom. Withdrawing a child from the main body of the class should be planned with specific, small group interventions in mind.

In all instances where a child / group of children is withdrawn for intervention work the following guidelines should be followed:

- Dialogue between the teacher and TA should be planned to take place before the session begins so that Learning Intentions, Activities, steps and intended learning outcomes can be communicated.
- Effective feedback for the person guiding the learning of the withdrawn child / group should take place at the end of the session, This is to ensure assessment of learning informs future planning.
- Where possible the withdrawn child / group should be encouraged to participate in the plenary or lesson round up. Where possible they should be given the opportunity to feedback to the class what they have been learning.

Classroom management

Communication of high expectations

Teachers will adhere to all school policies and will accept only the highest standards from children in the following areas, at all times

- Presentation of exercise books
- Presentation of work
- Attitude
- Behaviour (see policy document)
- Relationships
- Co-operation

Supply teachers

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. The teacher's plans should always be available. Supply teachers will be provided with a Handbook detailing key policies and procedures required for their cover period. The phase leader will meet with the supply teacher on their first day of cover to explain the procedures for interventions within school so that these can be implemented immediately and no time is lost in

impacting on the children's learning.

Physical organisation

All classes should have:

Tables and chairs arranged for:

- ease of working
- flexibility
- purposeful discussion
- provision of quiet corners

Display areas arranged to:

- support different areas of the curriculum
- support a project or activity
- give character to a room

Storage areas arranged to

- Make resources easily accessible for pupils
- maintain a tidy and clutter free working area/classroom
- reinforce to children the importance of efficient organisation
- maintain continuity in all classes

Resources

Pupil Desks

Resources that pupils use on a regular basis will be kept in plastic zip lock bags within each child's individual desk. Items will include:

Individual stationery pack to contain:

- ruler
- pencil & or pen
- rubber
- coloured pencils
- green pen
- pencil sharpener
- scissors
- glue stick
- whiteboard pen & rubber

Maths Equipment pack may contain:

- 100 square/ multiplication square on reverse
- relevant practical equipment to their depth of learning e.g bead string, straws, base ten, place value counters,
- number line
- Maths prompt sheets related to specific year group

Other Resources should be:

- well organised
- of good quality

- tidy
- attractive
- clean
- accessible
- well labelled
- organised

Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Relevant text books should be available in each classroom.

Resource finance

Curriculum areas are allocated money according to the needs identified in the School Development Plan and the accompanying School Budget Plan. The Headteacher, Bursar and relevant staff will discuss resource needs each term. Requests for all equipment should be made to the Head teacher.

Cleaning

Cleaning is carried out by our school caretaker. Nevertheless, everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be placed in the lost property box. All equipment must be returned to its appropriate storage box/area. All staff should follow the Display Policy and Health and Safety Policy at all times.

Roles and responsibilities

Role of TLR post-holders

TLR post-holders are responsible for:

- Supporting the headteacher in the implementation of all policies and strategies for improving the quality of teaching and learning across the school
- Inspiring the whole school community to share a strong sense of purpose in achieving at least consistently good teaching across the school
- Leading and managing staff in the provision of high quality learning experiences in their respective subject(s) or area(s)
- Having a clear understanding of strengths and weaknesses across the school in their respective area(s)
- Carrying out rigorous and challenging monitoring activities in line with strategies designed to improve the quality of teaching and learning in our school
- Supporting and challenging staff to build on strengths and tackle weaknesses as required
- Ordering, maintenance and overview of their area's resources
- Attending relevant courses and conferences and disseminating information to staff
- Liaising with the headteacher and other staff to ensure consistency and progression
- Monitoring teaching and pupil progress in their subject and preparing reports for the Head

teacher and Governors

- Preparing and evaluating action plans for their area, in line with the school development plan

Teachers and other adults

High standards and expectations should be communicated and reinforced at every opportunity.

All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall and in the playground e.g. assembly time, lining up on the playground and walking into the school.

The school standards of behaviour should be maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

Teachers should lead by example in

- Following the cursive handwriting scheme in all written communication with children (appendix 5)
- Presentation and appearance
- Use of standard English
- Adequate preparation and effective planning, including the organisation and preparation of teaching aids / resources.
- Effective subject knowledge
- Communication of the highest standards and expectations in their own and children's work

Homework (Appendix 6)

All children will receive homework every half term. Children will be informed of the topic for that specific half term and the finished project should be handed in for marking on the last Wednesday of every half term. Pupils can decide how their Project/topic will be presented but homework rewards will only be achieved if the minimum written guidelines for each specific year group have been met. These guidelines will be sent to parents along with the homework instructions on the first Friday of each new half term.

All adults are expected to follow school policies

School policies are set out in the school policy file and on the school web-site. It is the duty of each teacher to be familiar with school policies and to apply them.

Review

The policy will be reviewed in line with

- Priorities stated in the School' Development Plan.
- The headteacher's and senior managers' monitoring schedule
- The effectiveness current curriculum development and revised marking strategies
- Display Policy
- Marking Policy
- Homework policy
- Exercise Book Policy
- Equality, Diversity and Community Cohesion Policy
- Inclusion Policy
- Health and Safety Policy
- Appraisal Policy

Inclusion Statement

At Hylton Castle Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At Hylton Castle Primary School we undertake the duties, including in relation to **this policy**:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy

Equality & Diversity Statement

Hylton Castle Primary School fully recognises its duty to comply with equality and diversity legislation, and its Gender Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to **this policy**.

Hylton Castle Primary School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity between men and women.

Appendices

Appendix 1 – Non Negotiables for planning

Appendix 2 – Non Negotiables for feedback and marking

Appendix 3 – Non Negotiables for sharing of success criteria

Appendix 4 – Non Negotiables for Curricular targets

Appendix 5 - Non Negotiables for Handwriting

Appendix 6 -Non Negotiables for homework

Appendix 7 - Non Negotiables for Questioning

Appendix 8 – Trigger verbs

Appendix 9 – intervention recording sheet

Appendix 10- Intervention stickers (paper copy attached to paper version of policy)

Appendix A – Curriculum overview

Appendix B – Medium term plan format

Appendix C – Reading and writing assessment sheets

Appendix D – Maths coverage documents

APPENDIX 1:

CURRICULUM PLANNING AND TEACHING – NON-NEGOTIABLES FOR CONSISTENCY OF PRACTICE

Planning

1. Planning needs to focus on pupil outcomes
2. Pro Wise planning boards will be saved to the relevant year group folder on the morning of teaching that specific lesson for all SLT to access.
3. The following aspects of AFL are expected in all lessons
 - effective use of steps to success
 - effective use of the different depths of learning e.g paddlers, snorkelers, divers evidenced effectively in books
 - resources planned and ready in advance of the lesson
 - limited use of text books, work-sheets
 - the teacher will be actively engaged with children during lessons
 - effective peer and / or self-evaluation
 - effective marking, feedback and dialogue with pupils
4. During Ofsted and CPD observations teachers will be expected to produce the same planning as they usually prepare.
5. Pupil outcomes will be evidenced in their exercise books. If for any reason this is inadequately evidenced then the HT or senior manager has the right to insist on more detailed planning until performance and outcomes are improved

Teaching and learning

1. We expect every teacher to be a good teacher – no child deserves less. (Judgements based on Ofsted criteria)
2. AFL is the foundation on which all lessons are built
3. Reduced planning and focus on outcomes result in an increased amount of classroom visits by the HT and other senior managers
4. Staff will be receptive to dialogue regarding the content and quality of lessons with the HT and other senior managers

APPENDIX 2:

EFFECTIVE MARKING AND FEEDBACK POLICY – NON-NEGOTIABLES FOR CONSISTENCY OF PRACTICE

Strategies for effective marking and feedback can be found in the marking Policy (See appendix)

Non Negotiables – agreed with staff

1. Approach

- Comments should be constructive, supportive, rewarding and challenging,
- Children should be reminded of the teacher's expectations re presentation of written work, attitude etc. before children begin each written task

2. Implementation

- The teacher must model the handwriting style adopted for our pupils.
- Supply teachers should mark all set work and return it to the class teacher
- All written work in exercise books (with the exception of jotters) should be marked

3. Dialogue between teacher and pupils (green pen marking)

- Teacher comments should be made in red pen.
- All responses from children will be in green pen or pencil.

4. Marking linked to learning intentions

- Marking of work should be directly related success criteria and intended learning outcomes.
- Provide one to one 'conferences' with the teacher or TA where possible

5. Improvement time

- Must be built into lessons – a 'slot' in which children can reflect on / address comments made by the teacher
- Improvement time can be scheduled at the beginning of the next lesson or during the plenary.

6. Marking Codes

- **Teachers will mark pupils work in red pen.**
- **Pupils will correct work and answer GPQ in green pen.**
- **Highlighters may also be used by teachers**
 - green to highlight the positive ,linked to LIs (highlight approximately three areas)
 - orange to highlight aspects that can be improved (highlight one area)

7. Marking Stickers

- *Teachers must ensure that they provide a balance between the use of pre-designed / home-made stickers and hand-written comments*
- *There should also be a balance between praise stickers and GPQ (green pen questions) which are used to assess pupils understanding and or set further challenging questions.*
- *Stickers can be used for pupils to assess their own or others work against specific success criteria*

8. Peer and self-assessment

- *Pupils should be offered the opportunity, as appropriate, to mark their own work, or to work with a partner.*
- *When work is marked with a child teachers are expected to validate this in some way.*
e.g. marked with child – discussed x, y and z
- Pupils should be encouraged to evaluate their progress / outcomes / what they have found difficult / any difficulties they have overcome / how their learning progressed in the lesson or series of lessons

9. Children's targets

- Children's targets should be identified in their exercise books and revised as appropriate
- Children should be encouraged to evaluate progress towards targets at regular intervals

10. What happens if a child does not achieve Learning Intentions?

Pupils who do not achieve the Learning Intention for that lesson will be recorded on the daily intervention register and will receive intervention with the class teacher on that or the following day to address their misconceptions/problems.

11. Avoid

- 'See me' is not an acceptable comment in feedback.
- Work must not be crossed out or ripped out of books by the teacher
- Comments such as 'this is not good enough' (without a constructive suggestion and improvement time) is not acceptable
- Avoid phrases such as, '*lovely work*', '*great report*', '*well done*', 'good girl'.

12. Improvement Prompts (Scaffolding the Learning)

- Compose prompts to support children to improve their work and meet success criteria more fully (see examples of the three main kinds of prompts in the full marking and feedback policy)

Reminder Prompt

- Most suitable for deep learners (divers)
- Simply reminds the children of what could be improved - links children's thinking to the objective or success criteria
- Most children need more support than a simple reminder prompt (remember our objective is to think about connectives - remember we were thinking about how the writer tells us what the character is feeling)

Scaffold Prompt

- Most suitable for advancing learners (snorkelers) who need more structure than just a simple reminder
- This prompt provides some kind of support
- This prompt provides some kind of direction
- This prompt provides a scaffold in the form of an unfinished sentence (can you think about how the weather is used to create an effect
- Describe the mood and the setting by focussing on
- Describing the weather
- The children felt scared and alone as the)

Example Prompt

- Successful with all children but especially with learners with a basic level of understanding (Paddlers)
- This prompt gives the child actual choices of words/phrases/sentences (choose one of these or think of your own.....
 - One dark gloomy night.
 - On a dark, dark cloudy night
 - One dark night, the clouds were sulking across the sky.)

APPENDIX 3:

SHARING LEARNING INTENTIONS AND STEPS TO SUCCESS: NON-NEGOTIABLES FOR CONSISTENCY OF PRACTICE

Introduction

- LEARNING OBJECTIVES – long term objectives (the big picture)
- LEARNING INTENTIONS – intentions for the outcome(s) of each lesson
- EXPECTATIONS– how children will demonstrate their progress towards the achievement of the Learning Intention
- STEPS TO SUCCESS - how children can gauge progress / achievement
- NEXT STEPS – what children have to do to further improve can recognise achievement
- PROMPTS – support learning in the form of visual aids, reminders or prompt sheets / cards

What are LIs?

- refers to the knowledge, skills and understanding the child will develop
- They ARE NOT about what children are going to DO in the lesson

What are EXPECTATIONS?

- What children will be able to demonstrate (explain, do, articulate, written outcomes) as a result of the learning that has taken place
- They are NOT to be a copied or re-phrased version of the LI.

What are steps to success?

- They are also about the skills, knowledge and understanding that children will acquire
- But these tell the child specifically how they will demonstrate the knowledge, skills or understanding

How should they be communicated?

- Need to be specific and clear
- Child-speak language with specific vocabulary incorporated
- Refer to them briefly at the introduction to the lesson and during the lesson if reminders are needed
- Refer to them when asking the children to evaluate progress

Who are they for?

- should be identified in planning - for each lesson, for all pupils, at all levels of ability
- should be achievable in each lesson, they are small steps, as part of a longer journey

Assessing progress towards learning intentions

Children must understand the learning that the teacher expects them to achieve in each lesson.

- LIs and success criteria must be discussed /communicated to children in each lesson
- Success criteria will usually be displayed either on the white board, blackboard or on card
- Displayed success criteria can be effectively used during plenaries or mini-plenaries

Sharing Learning Objectives (the big picture)

- We are learning to...
- We are learning about....
- We are learning to understand.....
- We are learning how to get better at.....
- We are learning to explore / investigate / discuss / research

AVOID!!

Communicating what children are **going to do – this can be written as a prompt somewhere else*

For example, avoid

- *Discuss (how exercise is good for u)*
- *Talk about (how exercise is good for u)*
- *Explain (how exercise is good for u)*
- *Think about. (how exercise is good for u)*
- *Listen to.....*
- *Perform.....*
- *Know that.....*
- *Look at.....*

**INSTEAD*

*Communicate what children are **going to learn: (knowledge, skills or understanding)***

How can children peer and self-evaluate whether they have achieved LIs?
--

Well planned steps to success can be used to provide the main criteria for evaluations

- Teachers can award points themselves
- Children can award points for peer or self-evaluation, and / or they can colour code (as described in our marking policy)

APPENDIX 4:

CURRICULAR TARGETS: NON-NEGOTIABLES FOR CONSISTENCY OF PRACTICE

Expectations and guidance for staff is as follows:

Curricular targets

1. Targets are to be given to each pupil in writing and maths.
2. Targets should be personalised for each individual pupil.
3. Targets should be generated from IPT trackers but communicated to children in child speak.
4. Targets for children who have ISPs should be generated from their targets on their ISP
5. You may use other or additional targets for individual pupils if you think this is more appropriate to support individual pupil's learning
6. Targets should be changed at least once every half term
7. Children may write their own targets into their books/chart if you deem this to be appropriate
8. Targets should be inserted on the inside front cover of each child's writing book and maths book or written at the end of a piece of marked work where a specific target is identified as being needed.
9. Targets for SEN and lower ability children will follow the same guidelines
10. Targets should be linked and evidenced to your quality marking
11. Children should be able to talk about their targets and show in their work where they are working toward
12. Rapid recall mental targets may still be used for all pupils.
13. Teachers should pass on new targets for the autumn term as information is passed onto receiving teachers

Communication of targets to parents

Targets should be communicated to parents ...

1. during parental appointment week
2. in the written reports they receive

The role of the English and Maths co-ordinators

1. The English and Maths co-ordinator will support staff by regularly giving to staff progressive statements, in child speak, for specific areas of focus.
2. These areas of focus will have been identified from analysis of the most recent SATs and Optional SATs and teacher assessment data.

Monitoring

The monitoring of curricular targets will be carried out through:

- Pupil interviews,

- book scrutinies
- planning scrutinies

APPENDIX 5:

HANDWRITING POLICY; SUMMARY OF NON-NEGOTIABLES FOR CONSISTENCY OF PRACTICE

1. The cursive handwriting scheme is used throughout the school.
2. Teachers are required to model the scheme in all their written communication with children and all written comments in books.
3. Handwriting practice should be planned for in the agreed planning format.
4. All children are required to spend ten minutes 3 x per week practising their hand-writing.
5. The correct formation of digits should be incorporated into each week's plans.
6. .Each session should have a clear objective
7. Each piece of work should have a clear learning intention. This should be written in full or as a 'short' title.
8. Work is to be marked during the handwriting practice session, as the pupils are practising their letter formation and joins, to provide immediate feedback and intervention if required.
9. By the end of Y2, children should as a matter of course hold their pen or pencil correctly.
10. Where appropriate, individual targets for improvement should be communicated / negotiated with children.
11. Children should be encouraged to apply patterns they have practised during formal handwriting practice in their everyday writing. For example, if a child has been practising a particular letter blend this can be extended into complete words.
12. Children should be encouraged to peer and self-assess their hand-writing.
13. Children should be reminded that a high standard of presentation is expected in all written work (with the exception of draft copies, informal jottings etc.).

APPENDIX 6:

HOMEWORK: NON-NEGOTIABLES FOR CONSISTENCY OF PRACTICE

INTRODUCTION

- Homework for each year group includes :
 - half termly topic to be completed
 - weekly spellings
 - weekly maths target/ and or times tables to learn
 - daily reading of home reading book to promote and encourage reading fluency.
- Homework topics should encourage pupil engagement. Pupils can choose how to present their homework topics but year group minimum guidelines must be met for pupils to be considered for the 'Homework Reward' at the end of term.

In order to achieve these aims we ask parents to:

Support their child in completing their homework to the minimum year group requirements (at the very least).

Principles

- Homework should be:
- Fun, purposeful, motivational
- Contain at least one piece of written work – to the year group guidelines.
- Challenge – open-ended and differentiated by outcome
- Differentiated if appropriate (spelling etc)

Timing, frequency of homework

- The amount of homework (other than the half termly topic homework) given should be flexible and linked to the age and ability of the child
- All children will be encouraged to share books and reading experiences with parents DAILY
- Children will be rewarded for the completion of homework with participation in the half termly homework reward treat.
- Children will be expected to learn spellings and times tables as appropriate

Tasks

1. Reading / sharing a book (daily recommended minimum)

Foundation	Y1	Y2	Y3	Y4	Y5	Y6
5 mins	10 mins		15 mins (maximum)			

It is the responsibility of the teacher to ensure that home reading records are kept up to date and that books are changed frequently

Spelling

New Spelling rules should be taught to the class weekly and opportunities should be made to practice the spellings for at least 10 mins 3 x per week. A variety of engaging spelling activities, that promote interest and memory strategies, will be used both in class and for spelling homework. Spelling lists will not always be sent home to copy out. Games and fun activities that encourage pupils to learn about the shape of the words, the number of letters, mnemonics etc.. will also be used (see appendix for game ideas)

Y6 pupils

- In addition to the above tasks children will also be given revision tasks in preparation for the SATs which take place in May

Standards and expectations

All children

- Children should be encouraged to think about the quality of work they produce rather than the amount of time taken
- All children will be expected to complete homework to the same standard as they complete class-work

Carrying homework to and from school

Nursery and Reception

- Reading book bags or plastic wallets

Key Stage 1

- Book bag for carrying of maths targets, spellings and reading books

Key Stage 2

- Plastic folder for each child for carrying of maths targets, spellings and reading books

APPENDIX 7:**EFFECTIVE QUESTIONING – GUIDANCE**

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

Type of questions	Example
Open	What do you think...? Why do you think...? How do you know...? Do you feel...? Find different ways of...? Can you try different ways of...?
Closed	What is...? What are...? When did...? How many...? Where is...? Where would you find...?
Recalling facts	Ask pupils to name an event, process or fact Ask pupils to recall some information but not apply it
Observing	Asks pupils to describe what they see, using appropriate vocabulary
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference
Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution
Personal responses	Asks pupils to express personal feelings, thoughts and ideas
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view
Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be / was the most effective
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what may happen next
Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects to their learning in order to explain what has happened or what might happen next

APPENDIX 8:

TRIGGER VERBS: ENGLISH

	READ	WRITE	Type of Learning/Skill	Order of Learning
Level 1	To read high frequency words To decode words using phonics awareness To show awareness of punctuation marks To recall main points. To talk about favourite parts To show basic inference To comment on the text To show awareness of titles etc To comment on obvious features To share preferences for types of texts To identify types of character	To write simple sentences To begin to use full stops and capital letters To use familiar language To write about more than one idea To choose appropriate words to match the idea To use some descriptive language To show some awareness of the reader To use key words To spell high frequency words correctly To attempt unknown spelling using a phonic approach	Grammar <u>Organisation</u> Paragraphs Imagination Purpose Vocabulary Spelling Understanding Interpreting Structure Language Opinion Culture	To write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.
Level 2	To sight-read key words To use appropriate strategies for unknown words. To use punctuation to aid fluency. To recall main information. To know where to look for information. To make sensible inferences linked to evidence in the text. To show awareness of beginning and end of stories To pick out good word choices To share likes and dislikes To show awareness of the writer's and characters' intentions. To understand different types of texts. To show awareness of time and place in a text.	To vary the way sentences start. To connect ideas. To use the past and present tense To write grammatically correct sentences To use capital letters and full stops To use question marks, exclamation marks and commas in a list To sequence ideas with related words, subheadings or line breaks To group related information To use relevant ideas To choose words to match the content To develop viewpoints of characters To develop opinions or questions about events To use the main features of types of writing. To use a style of writing appropriate to its purpose. To use speech-like vocabulary To try out some adventurous words To spell high frequency words correctly To spell everyday words with some accuracy To use phonics to help spell unknown words	Sentences Accuracy Organisation Paragraphs Imagination Purpose Vocabulary Spelling Understanding Interpreting Structure Language Opinion	
Level 3	,To read fluently using a range of strategies. To understand obvious points. To use the text to justify points made.	To try out a mixture of simple and complex sentences To use connectives. To use commas within sentences	Sentences Accuracy Organisation	To write, present and broadcast a

	<p>To make inferences based on quotation from the text.</p> <p>To take meaning from the text.</p> <p>To make some comments about how the text is organised.</p> <p>To identify language features.</p> <p>To identify the main purpose of a text.</p> <p>To give an opinion of the text.</p> <p>To make some connections with other texts read.</p> <p>To explain the time and pace of the text.</p>	<p>To match verbs to tenses accurately</p> <p>To use capital letters, full stops, question marks and exclamation marks.</p> <p>To attempt to use speech marks</p> <p>To link sentences with conjunctions.</p> <p>To organize ideas with related points next to each other.</p> <p>To sequence ideas or information logically</p> <p>To link ideas within a paragraph.</p> <p>To try to show some organization of paragraphs so that they follow logically.</p> <p>To include relevant information or ideas.</p> <p>To elaborate on basic information</p> <p>To adopt a viewpoint and try to maintain it throughout the writing.</p> <p>To write so the general purpose is clear</p> <p>To make the main features of the type of writing clear to the reader</p> <p>To attempt adventurous words and phrases</p> <p>To spell more complex words including compound words accurately</p>	<p>Paragraphs</p> <p>Imagination</p> <p>Understanding</p> <p>Interpreting</p> <p>Structure</p> <p>Language</p> <p>Opinion</p> <p>Purpose</p> <p>Vocabulary</p> <p>Spelling</p>	<p>range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts</p>
Level 4	<p>To pick out the relevant points.</p> <p>To back up points with quotes from the text.</p> <p>To give reasons for opinions based on the text.</p> <p>To make correct inferences backed up by the text.</p> <p>To identify how the structure of the text flows from one event or piece of information to the next.</p> <p>To comment on the writer's use of language.</p> <p>To summarise the main points of a text.</p> <p>To use text to comment on how the writer shares his/her opinion, or conveys a mood.</p> <p>To summarise the characters plot and setting.</p> <p>To link the context of the text to the meaning.</p>	<p>To vary the length, structure and subject of sentences.</p> <p>To use subordinating connectives such as when, if and because</p> <p>To ensure that verbs and tenses match.</p> <p>To punctuate sentences correctly including question marks.</p> <p>To use speech marks accurately and try other speech punctuation</p> <p>To use comas in lists accurately and try out their use within sentences.</p> <p>To group together related events or points</p> <p>To open a piece of writing in a fitting way.</p> <p>To link related events in a logical sequence.</p> <p>To use paragraphs or sections to group related information or ideas.</p> <p>To add detail to descriptions (using adverbial and noun phrases)</p> <p>To develop viewpoints</p> <p>To use the main features of a type of writing</p> <p>To adopt a style appropriate to the type of writing</p> <p>To choose carefully the type of words and phrases used to add interest and detail</p> <p>To spell most words correctly including 'ly' adverbs.</p> <p>To try to use the correct spelling of words with more than one spelling (Homophones)</p>	<p>Understanding</p> <p>Interpreting</p> <p>Structure</p> <p>Language</p> <p>Opinion</p>	
Level 5	<p>To identify the most relevant points at different places in the text.</p> <p>To back up points with quotations from the text.</p> <p>To explain inferences by referring to direct quotes in the text.</p> <p>To back up deductions with text.</p> <p>To explain how the writer has organized the text and what the text does.</p> <p>To explain why a form of writing has been chosen and why it is effective.</p> <p>To explain how and why the type of sentence varies throughout a text.</p> <p>To explain why the writer chooses a style of writing.</p> <p>To identify the writer's opinion by referring to the text.</p> <p>To explain the effect of the writer's opinion or viewpoint on the reader.</p> <p>To compare and contrast types of texts.</p> <p>To explain how the context in which the text was written affects meaning.</p>	<p>To give clarity and emphasis the writing by varying the length, structure and subject of sentences.</p> <p>To use a wide range of connectives to clarify the relationship between ideas. To use punctuation, including speech punctuation accurately</p> <p>To use commas to mark clauses accurately</p> <p>To structure information or ideas into clear paragraphs</p> <p>To link paragraphs clearly</p> <p>To refer back to earlier parts of text to add emphasis</p> <p>To use paragraphs to make logical links</p> <p>To make sure paragraphs link to others but also make sense on their own.</p> <p>To include imaginative detail.</p> <p>To merge the main features of different types of writing to add extra interest.</p> <p>To use the correct style of writing for the purpose.</p> <p>To make sure the style of writing maintains the reader's attention.</p> <p>To use a wide variety of vocabulary</p> <p>To spell most words accurately.</p>	<p>Understanding</p> <p>Interpreting</p> <p>Structure</p> <p>Language</p> <p>Opinion</p>	

TRIGGER VERBS: MATHS

	MATHS	Type of Learning/Skill	Order of Learning
Level 1	Find, Use, Count, Read, Write, Know, Recall, Recognise	Demonstrate understanding/exploration Knowledge	Basic: <i>Knowledge</i> Encountering and recalling information

		Investigation	
Level 2	Create, Select, Measure, Derive, Apply, Identify, Retell, Suggest meanings, Visualise, Plot, Construct, Calculate, Express, Explain, Describe	Enquiry Expression Application	Basic: <i>Knowledge</i> Encountering and recalling information Basic: <i>Understanding</i> Making use of information and ideas
Level 3	Represent, Interpret, Predict, Solve, Classify, Record	Interpretation Analysis Evaluation	Middle: Making use of information and ideas
Level 4	Draw conclusions from..., Transform	Evaluation	Higher Justifying opinions
Level 5	Justify, Investigate, Prove, Question		Higher: Making qualitative and quantitative judgements

TRIGGER VERBS: THE ARTS

	Art	Music	PE	Type of Learning/Skill	Order of Learning
Level 1	respond to ideas, communicate their ideas, design and make, describe	recognize, use, sing, chant, create, choose, respond, recognise	Copy, repeat, explore, link, describe, talk.	communication expression exploration appraisal performance	<p>Basic: Knowledge record first hand observations ask and answer questions about starting points try out tools and techniques</p> <p>Basic: Understanding Visual and tactile elements Similarities and differences</p> <p>Basic: Knowledge respond to music and recognise changes identify patterns</p> <p>Basic: Understanding recognise and explore how sounds can be made and changed. use voices and perform repeat short rhythmic and melodic patterns</p>

Level 2	explore, investigate and use, communicate ideas, design and make, comment on differences, adapt and improve	recognise, explore, organise. sing, perform, choose carefully and order sounds, respond represent sounds, improve.	Explore, copy, remember, repeat, explore, show understanding, talk, describe.	<p>exploration/investigation</p> <p>design</p> <p>evaluation</p> <p>exploration</p> <p>performance</p> <p>appraisal</p>	<p>Basic: Knowledge record from experience and imagination ask and answer questions about starting points for work explore possibilities try out tools and techniques</p> <p>Basic: Understanding review what they and others have done expressing views about it. identify what they might change identifying similarities and differences in the work of artists.</p> <p>Basic: Knowledge recognise and explore how sounds can be organised. sing with a sense of the shape of the melody keep to a steady pulse</p> <p>Basic: Understanding represent sounds with symbols organise sounds in beginning, middle and end structure</p>
Level 3	explore ideas, collect visual and other information, investigate visual and tactile qualities, communicate ideas, comment, adapt, improve.	recognise, explore, sing in tune, perform, improvise, combine make improvements, comment on.	Select, use , apply, improve, give reasons,	<p>Inspiration</p> <p>communication</p> <p>adaptation</p> <p>evaluation</p> <p>exploration</p> <p>performance</p> <p>appraisal</p>	<p>Basic: Knowledge adapt tools and techniques to suit purposes design and make for different purposes adapt and improve their work</p> <p>Basic: Understanding Making use of visual and tactile elements available to them Communicate ideas and meanings related to own and others artwork.</p> <p>Basic: Knowledge recognise and explore the ways sounds can be combined sing in tune with expression and perform rhythmically simple parts</p> <p>Basic: Understanding improvise repeated patterns and combine several layers of sound with awareness of the combined effect. recognise how different musical elements are combined and used expressively make improvements to their own work, commenting on the intended effect.</p>

Level 4	explore, collect visual and other information, communicate ideas and meanings, make images and artefacts, combine, organise	identify, explore, perform by ear, perform from simple notations, be aware of different parts, improvise, perform, develop ideas, describe, compare, evaluate, suggest improvements, comment on	Link skills, apply perform, understand, compare, comment, improve, explain, apply, describe.	realising intentions design for purpose context evaluation refining composition performance appraisal improvisation improvement evaluation	<p>Middle: Knowledge adapt and improve their work to realize their own intentions. Choose tools, media and techniques to suit intentions</p> <p>Middle: Understanding combine and organize visual and tactile qualities to suit the intention compare and comment on ideas, methods and approaches, relating to context</p> <p>Middle: Knowledge identify and explore how music reflects different intentions. perform by ear and from simple notations while keeping own part with awareness of how the parts fit together. improvise melodic and rhythmic phrases as part of a group performance.</p> <p>Middle: Understanding describe, compare and evaluate different kinds of music using an appropriate musical vocabulary suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p>
Level 5	develop work taking account of the purpose, manipulate materials, match elements to intentions, analyse and comment, adapt and refine, reflect	identify, explore, perform, be aware, lead, improvise compose, analyse, compare, evaluate refine.	Select, combine, apply, perform, analyse, comment on, modify, refine, explain.	realising intentions analyse adaptation refining composition performance appraisal improvisation improvement evaluation analysis	<p>Higher: adapting and refining work to realize own intentions. manipulate materials and processes taking account of the intended purpose analyse and comment on methods and approaches used in their own and others work.</p> <p>identify and explore musical devices and how music reflects time and place perform significant parts from memory and from notations improvise melodic and rhythmic material within given structures use a variety of notations and compose music for different occasions using appropriate musical devices analyse and compare musical features refine and improve their work.</p>

TRIGGER VERBS: HUMANITIES

	History	Geography	RE	Type of Learning/Skill	Order of Learning
Level 1	Develop awareness and understanding, use, ask & answer, understand	Develop knowledge, understand, name, locate, identify, use.	Use words and phrases, recognise, name features of, recall, recognise (symbols and other verbal and visual forms of	Demonstrate understanding / exploration knowledge Investigation	Basic: Knowledge encountering and recalling information
Level 2	Develop knowledge and understanding, note, address & devise questions, construct responses.	Develop knowledge, understand, name, locate, identify, describe, observe, measure, use.	Identify, begin to show awareness of similarities and differences, retell, suggest meaning, identify	Enquiry Expression Application	<p>Basic: Knowledge encountering and recalling information</p> <p>Basic: Understanding making use of information and ideas</p>
Level 3				Interpretation Analysis	Basic: Understanding Making use of information and ideas

				Evaluation	
Level 4				Evaluation	Middle: Justifying opinions
Level 5					Higher: making qualitative and quantitative judgments

TRIGGER VERBS: SCIENCE, ICT & DT

	Science	ICT	DT	Type of Learning/Skill	Order of Learning
Level 1	Observe, communicate, describe	Model/ representation of real life Fantasy, stamp Devices, control, sequence, outcomes, command Word process, communicate, enter words, alter/refine, save	Generate, design, cut, manipulate , make Join, assemble, create Explain, describe, discuss	Exploration Investigate Knowledge generate ideas recognize/identify features of product use tools, apply , improve communicate, evaluate	Basic: observe & respond , improve
Level 2	<ul style="list-style-type: none"> Suggest, collect, use, ask Find, use, observe, explore, record, communicate Compare, identify, explain, review 	Graphic/pictures, select tools, modify/correct Create records, enter information into a data base, edit, field, search Open an E Mail message, send, retrieve, reply annotate, attach	Investigate, plan, assemble, join, combine, select, explain my choices, describe, improve	Knowledge Explore Make decisions Organise data Understand benefits/communicate ideas Generate Investigate, observe, record Design, make, improve Explain communicate	Basic: test, observe, create, explain, understand
Level 3	<ul style="list-style-type: none"> Respond, suggest, collect, use, ask Find, use, observe, measure, 	Undo actions, save as, tool bar, fill, spray, rotate, stretch, skew, repeated	Generate, different users, different needs,	Explore Knowledge Make decisions /	Middle: Investigative, evaluative, explore, decided

	record, explore, communicate • Recognise, explain, suggest, compare, identify, review		appropriate tools, realistic plans, apply knowledge. clarify ideas, labeled sketches, reflect, make improvements	predictions Generate Investigate, observe, record Design, make, improve Explain Evaluate.	
Level 4	• Respond, suggest, collect, use, ask, decide, consider, investigate, plan • Use, control, observe, measure, check, communicate, record, find • Compare, identify, draw conclusions, decide, explain, review, suggest.	Object based package, object, layer, lock shapes and text, combine, manipulate, accurate representation, make decisions Identify positions of cells, spreadsheet, carry out calculations, explore effects of changing data.	Generate, collect information, use ideas from others to help inform designs, produce step by step plan, apply knowledge, quality finish, function, communicate, reflect, improve	Observation Knowledge Explore Evaluate/ decision making Organise data Make predictions Generate Investigate, observe, record Design, make, improve Explain Evaluate.	Middle / higher: Investigative, hypothesise, finding & explaining, patterns, evaluative, improve, explore
Level 5	• Contextualise, describe, identify, select, consider, predict, suggest, investigate, plan • Observe, compare, measure, use, control, record, communicate, find, check, present • Conclude, relate, suggest, review, improve, analyse, compare, explain	Create assembly and edit images/ sounds/ text. Present information to match audiences needs Produces procedures, recognise patterns in programming	Detailed, accurate plans, aesthetic and economic factors, apply practical skills to design, clarify ideas, check work, solve problems, modify approach, show creativity, test evaluate.	Explore Knowledge Discuss Make predictions Plan, evaluate, decisions, test Generate Investigate, observe, record Design, make,	Higher: contextual, investigate, systematic, evaluative, present, explain

				improve Explain Evaluate.	
--	--	--	--	---------------------------------	--

Trigger verbs for the teaching of SMSC

NC Level	Trigger verbs	Type of learning /skill	Order of Learning
1	With help I discuss, With help I identify With help I make healthy choices, With help I manage With help I recognise, With help I explore Take part in discussion,	Demonstrate understanding Explore investigate	Basic knowledge, Encountering and recalling information
2	Discuss, Identify Make choices, Manage Recognise, Control Explore, Join in discussion	Expression Enquiry Application	Basic knowledge, Encountering and recalling information Making use of some of the information.
3	Discuss, Plan and help prepare Develop strategies With help I form and maintain With help I find out	Interpretation Analysis Evaluation	Basic understanding Making use of information and ideas
4	Beginning to take responsibility for, Beginning to understand Beginning to make responsible decisions Beginning to plan, prepare and cook Have some strategies for understanding Learning to manage, Communicate about	Evaluation	Justifying opinions
5	Take responsibility for Understand Make responsible, informed decisions Plan, prepare and cook, Have strategies for understanding Manage changing emotions Communicate clearly		

APPENDIX 9:

Y2MN Intervention Recording Sheet
(M-Maths W-Writing MM-Mental Maths HW-Handwriting R-Reading)

[illegible]

Appendix A – Curriculum overview (Year 2 example)

Term	Autumn 1 (7weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks & SATS)	Summer 2 (8 weeks)
Topic	Explorers / Pirates	Great Fire of London Greatest Showman (week 3)	Happily Ever After	Recycling /Inventors	Superheroes	Amazing Authors
English	Recount – visit Story (3 part story)– re- tell the Pirates Next Door	Non Chron Report (cross curricular) – people who help us (SMSC) Traditional tale – three little pigs.	Story (3 part story) – Re tell Jack and the Beanstalk. Recount – fairytale day	Instructions (cross Curricular) – How to make... Story (4 part story) – Time machine story.	Story (4 part story) – Superheroes linked theme. Non Chron Report – One /multiple superheroes	Story (familiar) – re- write Charlie & the Chocolate Factory – own version. Persuasion – Why Year 2 children should read Roald Dahl books.
Visit / Visitors	HMS Trincomalee Hartlepool Marina	Visit from fire safety officer (tbc)	Visitor - Active Fairytale drama workshop/ fairytale day/trail in woods.	House of Objects (tbc)	Cartoonist (visitor tbc)	Leyburn Chocolate House
Science	Importance of healthy diet - scurvy Personal hygiene - linked to pirates Sea habitats Living and non living – link to under the sea.	Animals Including Humans – link to circus animals. Importance of exercise – circus exercises. Habitats of circus animals. Caring for animals – what they need to survive.	Plants - link to Jack and the beanstalk	Materials – sorting / link to recycling	Materials experiment – waterproof cape for a superhero Changing materials – link to Superhero powers Link to healthy eating - super smoothies	Food chains – link to authors – Monkey puzzle, Enormous crocodile, Bart the shark Life cycles of animals and humans.
R.E.	Christianity - Is it possible to be kind to everyone all of the time?	Christianity Why do Christian believe God gave Jesus to the world	Islam - Does praying at regular intervals help a muslin in his/her everyday life?	Christianity – How important is it to Christians that Jesus came back to life after his crucifixion?	Islam - Does going to a mosque give Muslims a sense of belonging?	Islam -Does completing Hajj make a person a better Muslim?
History	Significant person – Christopher Columbus Captain James Cook – pirates and maps	Great Fire of /London – Tudors and Stuarts		Changes in inventions/ toys	History of animation/ comics – Walt Disney, Pixar Mickey mouse, Marvel, DC comics	

Geography	Continents & Oceans using maps and globes – link to Pirate travels Compass directions Similarities and differences of UK to non-European country		Creating maps and using a key link to fairy tale lands	Physical and human features link to inventions and sculptures	Study of the school grounds – link to local fieldwork	
Art	Painting Sea creature paintings. Explore technique or specific artist (interests of children)			Sculpture – Recycled modelling		Drawing – Sweet wrappers – Andy Warhol
Design Technology		Wheels and axles (mechanisms) - Fire engines	Pulleys, levers and hinges (mechanisms) Fairy doors – link with In the woods		Super hero power smoothies (food Tech. link)	
Music	Charanga 1 – Hands, feet, heart		Charanga 2 – I wanna play in a band		Charanga 3 – Friendship song (with glockenspiel – stage 1)	
ICT	E safety	Navigate the web to complete searches	Fairy tale power points	Beebots -algorithms – coding and debugging	Purple mash algorithms – coding and debugging	Emails
SMSC	Being me in my world	Celebrating Differences Kidsafe	Dreams and Goals L and G	Healthy Me	Relationships	Changes
British Values: <i>Democracy</i> <i>Individual Liberty</i> <i>British Law</i> <i>Mutual Respect</i> <i>Diversity</i>	Law – pirates link Mutual Respect – pirates story Diversity – Greatest showman		Individual liberty – link to fairytales Respect for the planet		Diversity – link to characters in stories	
P.E.	Gymnastics	Games	Dance	Invasion games	Striking and fielding	Athletics

Class and teacher -
Autumn Term 2018-2019

Hylton Castle
Primary School

Insert topic related image here

I am a reader...

I am a mathematician...

I am a scientist...

I am an historian...

I am a writer...

I am a geographer..

Topic Title

Visits

I am designer

Cross-curricular...

I am an artist..

I am a mental mathematician...

(YR2) I am a sports person.....

I am a religious investigator...

I am a safe computer user...e-safety

I'm a Good Citizen

I am a musician

I am a speaker...

[illegible]

Year 2 Reading Assessment (2018-2019)

Name				
(WORKING TOWARDS)	Autumn Evidence	Spring Evidence	Summer Evidence	Achieved
A) WTS Answer questions from a familiar book that is read to them.				
B) WTS Make inferences from a familiar book that is read to them.				
(EXPECTED)	Autumn Evidence	Spring Evidence	Summer Evidence	Achieved
C) Express views about a wide range of poetry, stories and non-fiction texts.				
D) Identify and explain features of non-fiction books that are structured in different ways.				
E) Discuss and clarify word meanings.				
F) Discuss and give reasons for their favourite words and phrases.				
G) XS Explain clearly what has happened so far in what they have read.				
H) EXS Answer questions from text (information retrieval)				
I) EXS Answer inferential questions on the basis of what is being said and done.				
(GREATER DEPTH)	Autumn Evidence	Spring Evidence	Summer Evidence	Achieved
In a book they are reading independently...				
J) GDS Make inferences from text				
K) GDS predict what might happen on the basis of what has been read so far				
L) GDS make links between the book they are reading and other books they have read.				

Date								
Y2 AUTUMN TERM ASSESSMENT	Narrative – Re-tell a 3 part story with a central key character.	Narrative Twist – (as above but change character to opposite of first draft- focus on comparative and superlative adjectives)	Non -Chronological report (may be cross curricular) – Use information from research to group and assemble information into short report.	Non-Chronological Twist – (as above but expand on info using subordination, co-ordination, expanded noun phrases to describe and specify.	Narrative – Re-tell a traditional tale with repeated events - rule of three.	Twist - Narrative –(as above but make three events contrast using careful choice of adjectives and expanded non phrases)	Recount (may be cross curricular) – write first person linked to topic or personal experience. Maintain past tense and use of first person.	Recount twist – (as above but write same recount as a third person recount)
On track for EXS:								
Writing is coherent and on track to match year group exemplars.								
Write about a real event								
Demarcate sentences using CL & .								
Use past tense.								
Begin to use or/and/but								
Correctly formed lower case letters								
Form letters relative to one another								
Spacing between words								
Spell some common exception words.								
Begin to use a range of punctuation (? ! commas in lists and apostrophes for contraction) <i>NC</i>								
On track for GDS:								
Use some subordination								
Use some co-ordination								
Use some expanded noun phrases								
Use superlative and comparative adjectives								
Include suffixes –ed, -ing, -ly								
Structure own writing.								

Y2 Maths Curriculum Coverage

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

CLASS: _____



NUMBER: NUMBER AND PLACE VALUE						
Counting	Comparing numbers	Identifying, representing & estimating	Reading	Writing	Understanding place value	Problem solving
count in steps of 2 from 0 forward	compare and order numbers from 0 up to 100	identify, represent and estimate numbers using different representations	read numbers to at least 100 in numerals	write numbers to at least 100 in numerals	recognise the place value of each digit in a two-digit number	use place value and number facts to solve problems involving Y2 number criteria
count in steps of 2 from 0 backwards	use <, > and = signs		read numbers to at least 100 in words	write numbers to at least 100 in words		
count in steps of 5 from 0 forward						
count in steps of 5 from 0 backwards						
count in steps of tens from any number forward						
count in steps of tens from any number backwards						
count in steps of 3 from 0 forward						
count in steps of 3 from 0 backwards						



NUMBER: ADDITION AND SUBTRACTION				
Number bonds and rapid recall skills	Mental calculation	Inverse operations, estimating & checking answers	Written calculation	Problem solving
<p>recall and use addition and subtraction facts to 20 fluently</p> <p>derive and use related facts up to 100</p> <p>derive and recall all pairs of multiples of 10 with totals up to 100</p> <p>derive and recall what must be added to any two-digit number to make the next multiple of 10</p> <p>derive and recall additional doubles for all numbers to 20</p> <p>derive and recall addition doubles for multiples of 10 to 100</p>	<p>add numbers (a two-digit number and ones crossing boundaries)</p> <p>add numbers (a two-digit number and tens)</p> <p>add numbers (two two-digit numbers without crossing boundaries)</p> <p>add numbers (two two-digit numbers crossing boundaries)</p> <p>add numbers (adding three one-digit numbers crossing boundaries)</p> <p>subtract numbers (a two-digit number and ones (crossing boundaries))</p> <p>subtract numbers (a two-digit number and tens)</p> <p>subtract numbers (two two-digit numbers without crossing boundaries)</p> <p>subtract numbers (two two-digit numbers crossing boundaries)</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>add near doubles</p>	<p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<p>solve problems with addition and subtraction including those involving numbers, quantities and measures</p> <p>solve simple addition and subtraction problems in a practical context of money including giving change</p>



NUMBER: MULTIPLICATION AND DIVISION			
Multiplication and division facts	Rapid recall and mental calculation	Written calculation	Problem solving
<p>recall and use multiplication and division facts for the 2 times table</p> <p>recall and use multiplication and division facts for the 5 times table</p> <p>recall and use multiplication and division facts for 10 times table</p> <p>recognise odd and even numbers</p>	<p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>derive and recall doubles of all numbers to 20 and corresponding halves</p> <p>derive and recall doubles of all multiples of 10 to 100 and corresponding halves</p> <p>double any multiple of 5 to 50</p> <p>halve any multiple of 10 up to 100</p> <p>find half of even numbers to 40</p> <p>derive and recall odd and even numbers to 100</p>	<p>calculate mathematical statements for multiplication and division within the multiplication tables</p> <p>write mathematical statements using the multiplication (\times), division (\div) and equals ($=$) signs link to multiplication and division facts criteria</p>	<p>solve problems involving multiplication and division</p>



NUMBER: FRACTIONS		
Counting in fractional steps	Recognising fractions	Equivalence
count in fractions up to 10, starting from any number	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length	write simple fractions (e.g. $\frac{1}{2}$ of 6 = 3)
use the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape	recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a set of objects	
	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity	

ALGEBRA	GEOMETRY		
Equations, formulae and sequences	Identifying their shapes and properties	Comparing and classifying	Position, direction & movement
order and arrange combinations of mathematical objects in patterns and sequences	identify and describe the properties of 2-D shapes (including number of sides and vertical lines of symmetry) identify and describe the properties of 3-D shapes identify 2-D shapes on the surface of 3-D shapes	compare and sort common 2-D shapes and everyday objects compare and sort common 3-D shapes and everyday objects	use mathematical vocabulary to describe position, direction and movement <i>(movement in a straight line, distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns clockwise and anti-clockwise)</i>



MEASUREMENT				STATISTICS
Comparing & estimating	Measuring & calculating	Telling the time	Converting	Interpreting, constructing and representing data
<p>compare and order lengths, and record the results using $>$, $<$ and $=$</p> <p>compare and order mass and record the results using $>$, $<$ and $=$</p> <p>compare and order volume/capacity and record the results using $>$, $<$ and $=$</p> <p>compare and sequence intervals of time</p>	<p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers</p> <p>choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales</p> <p>choose and use appropriate standard units to estimate and measure temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using thermometers</p> <p>choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels</p> <p>recognise and use symbols for pounds (£) and pence (p)</p> <p>combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p>	<p>tell the time to quarter past/to the hour</p> <p>tell the time to five minutes</p> <p>write the time quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>write the time to five minutes and draw the hands on a clock face to show these times</p>	<p>know the number of minutes in an hour</p> <p>know the number of hours in a day</p>	<p>interpret simple pictograms</p> <p>interpret tally charts</p> <p>interpret block diagrams</p> <p>interpret simple tables</p> <p>construct simple pictograms</p> <p>construct tally charts</p> <p>construct block diagrams</p> <p>construct simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category</p> <p>sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data</p>



Y2 TERMLY EXPECTATIONS TO BE ON TRACK - MINIMUM NUMBER OF STATEMENTS FOR EACH AREA

	Number and place value (17)	Addition and subtraction (21)	Multiplication and division (14)	Fractions (8)	Algebra (1)	Ratio and proportion (N/A)	Measurement (17)	Statistics (11)	Geometry (6)	TOTAL (95)	%
2- <i>(AUTUMN)</i>	32									32+	33%+
2= <i>(SPRING)</i>	54				18					72+	75%+
2+ <i>(SUMMER)</i>	60				31					91+	95%+