

FOUNDATION SUBJECTS AND SCIENCE HANDBOOK



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1.0 AIMS AND SCOPE

This policy is reviewed annually and should be read in conjunction with other relevant Trust and school policies. These can be found on the school website. In particular, the Futura Learning Partnership Teaching and Learning Policy highlights key principles that inform teaching and learning practices across the school.

- Two Rivers Inclusion Policy
- Two Rivers Behaviour Policy
- Two Rivers Relationship and Sex Education (RSE) Policy
- Two Rivers SEND Policy
- Futura Learning Partnership Early years Foundation Stage Policy
- Futura Learning Partnership Equality and Diversity Policy
- Futura Learning Partnership Online Safety Policy
- Futura Learning Partnership Teaching and Learning Policy
- Futura Curriculum Principles

2.0 OUR SCHOOL VISION

"Together, we enrich the academic, spiritual and emotional child to enable them to flourish. Two Rivers is a community where everyone feels safe, supported and inspired to become inquisitive learners who value kindness, respect and courage"

OUR VALUES

Kindness, Respect and Courage

JEREMIAH 17:7-8

"But blessed is the man who trusts me, God,
the woman who sticks with God.
They're like trees replanted in Eden,
putting down roots near the rivers-
Never a worry through the hottest of summers,
never dropping a leaf,
Serene and calm through droughts,
bearing fresh fruit every season."

Our school vision is fundamental to our teaching and learning approach across the school. Throughout our curriculum our school values as well as the thread of sustainability is embedded in the daily life of the school during lessons, playtimes, collective worship and curriculum days.

3.0 FOUNDATION AND SCIENCE CURRICULUM

3.1 BASIC PRINCIPLES

- Learning is a change to long-term memory (see appendix).
- Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, can do more and remember more.

3.2 CURRICULUM INTENT MODEL

- Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.
- Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.
- For each of the threshold concepts, three milestones (each of which includes the procedural and semantic knowledge students need to understand the threshold concepts) provide a progression model. Within each milestone, students gradually progress in their procedural fluency and semantic

strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The timescale for sustained mastery or greater depth is, therefore, two years of study.

- Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory (See Appendix A). Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.
- As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep (working towards, expected and greater depth in the core subjects). This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

3.3 IMPLEMENTATION

1. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition.
 - Interleaving helps students to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
2. In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.
3. Our content is subject specific. We make intra-curricular links to strengthen schema where we can.

3.4 IMPACT

1. Because learning is a change to long-term memory, it is impossible to see impact in the short term.
2. We do however take part in daily retrieval practice to ensure we are making a change to long-term memory. Retrieval practice is carefully planned so that essential knowledge is interleaved across the year as well as across year groups.
3. We use comparative judgement in two ways: in the tasks we set and in comparing a student's work overtime.
4. We use drop ins to see if the pedagogical style matches our depth expectations.
5. In order to make learning memorable, each half term starts with a 'hook' linked to that terms teaching. Amongst other activities this includes at least one trip out, one 'dress up' day when the children are immersed in the theme, one trip to the library and one trip to a museum.
6. Our curriculum breadth was established from a team of subject specialists across the Futura Learning partnership, to ensure a progressive curriculum from 3 to 19.

3.5 SUBJECT INTENTS

PSHE

The purpose of the Futura Learning Partnership PSHE intent is to provide a framework for high quality PSHE education across phases which is accessible to all and ensures that each of our pupils will develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. The aim is to ensure our pupils understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. It should have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The aim is for a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world. Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation.

RELIGIOUS EDUCATION

As a Church of England School, our RE lessons are important times when children can explore and better understand their own and other people's experiences of Christian and other world faiths. The children explore human life, its aspirations, times of celebration, problems, and challenges.

The Futura intent for Religious Education is that all children develop an awareness of major world religions and world views, including their impact on society and culture. Our pupils should be able to appreciate and respect faiths and beliefs which may be different to their own, which will equip them for their adult life, employment as well as lifelong learning. Through RE lessons, children will be able to engage with challenging questions of meaning and purpose, which will equip them to continue their studies of RE in secondary school where they will deepen their understanding of different world faiths as well as more general philosophical and ethical questions. Our pupils will be given the opportunity to develop their own religious, spiritual and philosophical beliefs in a safe environment. Children will be able to reflect, consider, analyse, interpret and evaluate different issues which are prevalent in our society, whilst also promoting mutual respect and tolerance in line with British Values. Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation.

We teach Religious Education using the scheme 'Discovery RE' resource to support our lessons.

SCIENCE

The purpose of the Futura Learning Partnership cross-phase Science curriculum is to help students understand and question the world around them. It gives them the scientific knowledge and skills that they need in order to be successful in their future lives and make a contribution to the wider community. Students are empowered with a strong knowledge base that they can then use to evaluate important issues, analyse evidence and problem solve. They develop the confidence to form their own opinions and articulate themselves effectively. Our engaging and challenging curriculum means that students who have studied Science at a Futura school will continue to enjoy learning about Science and how the world works throughout their lives.

ART AND DESIGN

The Futura Learning Partnership intent for Art and Design is that learners will explore a diverse range of traditional and contemporary artists, crafts people and designers, fostering their curiosity and understanding of the world around them. Learners' experiences will enable them to develop an appreciation of their own and other cultures and how artistic styles have been influenced over time. Through high quality art lessons learners will become reflective critical thinkers with the abilities to express themselves creatively. They will learn to evaluate their own work and the work of others. A well-sequenced art curriculum will allow learners to make continued progression through the refinement of skills and building on prior knowledge. Learners will have the opportunity to apply their skills and knowledge in a range of contexts. Learners will be exposed to art in the local community, galleries and museums to inspire and inform their creative practice.

COMPUTING

The Futura Learning Partnership intent for Computing is that an exciting and rigorous Computing education will ensure children are immersed in engaging, technology-rich learning experiences which allow them to learn deeply and embed core computing skills, think independently and problemsolve in an ever evolving digital world. Regardless of changes within technology and the world we live in, our children will possess the core skills and behaviours required to safely and confidently access new technology to enhance their wider learning, access the curriculum throughout their school journey and inspire a future where technology is used to innovate and make positive change. We believe that learning about Computing provides an important context for the development of pupils' key learning skills, particularly problem-solving, creative and critical thinking and resourcefulness. Futurarecognise that social context plays a vital role in children's education and as such we aim to provide opportunities for children to experience Computing in ways that are unique to their local and wider community.

DESIGN AND TECHNOLOGY

The Futura DT curriculum aims to equip students with the knowledge, skills and attitudes they need to become successful, innovative young designers and makers. By building on prior experience, students progressively develop technical skills and practical expertise. They are encouraged to think creatively, imaginatively and be ambitious in their design ideas. They are given opportunities to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They learn to recognise the

importance of design and technology in the real world and its relevance in everyday life. They are given opportunities to learn about and be inspired by designs and designers past and present who have impacted on life across the world. Through the design, make, evaluate process, students are guided to develop skills of team work, communication, resilience and reflectiveness through problem solving. They learn to use knowledge and understanding from other curriculum areas including mathematical, scientific, computing and art skills, applying them in relevant and practical contexts. In this way, we aspire for our students to become articulate, dynamic thinkers able to approaching new challenges with confidence and enthusiasm.

GEOGRAPHY

The purpose of the Futura Learning Partnership geography intent is to provide a framework for high quality geography education across phases to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The aim is to ensure that pupils are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Pupils should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that pupils will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that way pupils will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.

Numeracy (number and measurement) solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables. There are many opportunities within geography for students to develop their numeracy skills.

HISTORY

The Futura Learning Partnership intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well.

Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history and its related information gathering skills will enable them to have an understanding of where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child's place within it. Furthermore, it gives us a view of other cultures and their development through time.

We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be done not just through experiences in the classroom but also through the use of field work and educational visits.

MUSIC

In the Futura Learning Partnership, our intention is that children develop a life-long love of music. Through the musical experiences and opportunities offered to them throughout their education, each child will develop a musical identity which is personal to them, this may be in the form of a performer, composer and/or as an active listener who, in the future, will become a participator in the cultural life of the UK. At Two Rivers music acts as an integral part of the school day, be that singing whilst packing up, or listening to a new piece of music whilst walking into assembly. Our music curriculum plan, guided by the EYFS framework and National Curriculum, ensures that all children from EYFS and Year 9 experience a stimulating, practical and holistic curriculum which explores music through singing, performing, composing and listening. Every student in the Futura Trust will have been taught the substantive and disciplinary knowledge required for GCSE Music, and therefore possibly A-Level, should they wish to study Music at KS4 and KS5.

We strive to ensure all students find Music an engaging and fulfilling subject in which they embrace the discipline of practice, the challenge of analysis and the excitement of creating and finding their own musical voice.

PHYSICAL EDUCATION

The purpose of the Futura Learning Partnership cross-phase Physical Education curriculum is to foster a life-long love for a variety of physical activities and sporting opportunities. Through this engaging curriculum they will develop a range of transferrable skills, language, knowledge and understanding which can be used in multiple settings. A student will be provided with many opportunities to develop wider personal, social and moral skills which could include resilience, communication, teamwork, independence, leadership, analysis and evaluation. Our students will develop their understanding of what engenders a healthy lifestyle both physically and the contribution this has on good mental health and well-being. Opportunities will be provided to experience a broad range of different sports safely, through participation and observations, in both the curricular and extra-curricular provision. Community links are established and advertised to encourage our students to have further opportunities for continuing participation through school extra-curricular activities and local clubs and sports.

Our relevant, engaging and challenging curriculum means that students who have studied PE at a Futura school will continue to enjoy learning about Physical Education, physical activity and a variety of sports throughout their lives. The curriculum overview has been created to develop a range of activities for students, whilst also providing specific support/opportunities for activities that are likely to be used in GCSE/A level assessment, along with links to extra-curricular opportunities. Through creating a structured programme, specific SOL can be created for each activity which enables clear progression through years 1-11. This allows all Futura schools to meet Ofsted requirements and those of the National Curriculum. Leaders, teachers and students need to be able to articulate the learning journey and this structure allows this to happen.

Where activities have been suggested, an alternative can be taught in schools where this better suits the local context. An example of this could be, when gymnastics has been suggested, trampolining could be used instead if the school has the provision for this.

3.6 BRITISH VALUES

Our school reflects British values in all that we do. We nurture our pupils on their journey through life so they grow in to caring, responsible and tolerant adults who make a positive difference to British society and to the wider world. We encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

At Two Rivers, we actively promote British values in the following ways:

DEMOCRACY

Pupils are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school. They are able to do this in a number of ways e.g., school council; eco council and class discussions.

RULE OF LAW

We have a clear positive behaviour policy which helps pupils to make good choices about their behaviour. Pupils are helped to distinguish right from wrong, in the classroom, during collective worship and in the playground. This is supported by a Restorative Justice and Thrive approach.

INDIVIDUAL LIBERTY

At school, pupils are encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment, e.g., challenging themselves in their learning. They are supported to develop self-knowledge, self-confidence and a growth mind set in all areas of school life. Pupils are taught to understand and exercise their rights and personal freedoms in a safe way, e.g., UNICEF Children's Rights within Jigsaw lessons. They have key responsibilities in school e.g., classroom monitors, spiritual leaders, school council and eco-council representatives as well as sports leaders.

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Respect is one of our school values. Pupils understand that respect is shown to everyone, both adults and children. We help them to develop an understanding of, and respect for, their own and other cultures. Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour. Through the PSHE (Jigsaw) and RE curriculum pupils are encouraged to discuss and respect differences and similarities between people. We

offer a culturally rich and diverse curriculum in which all major religions are studied. Through our thematic curriculum we learn about the world in themes such as Eco Warriors and Wonderful World.

3.7 SMSC

SMSC stands for social, moral, spiritual and cultural development. At Two Rivers, we take great pride in our approach to SMSC across the school, feeling that pupils should develop into tolerant, caring individuals with a social conscience. SMSC feeds into several areas of life at Two Rivers: collective worship during assemblies; charity and community outreach projects; school council; eco-council; online safety and mental health awareness days; as well as playtime partisans and spiritual and sport leaders.

SOCIAL

We teach and model a range of social skills to aid children's development of working with others. We believe it is important for children to be active members of the school and local community and provide opportunities to engage with this. Children learn to listen to diverse viewpoints, resolve conflicts and engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

MORAL

Children's moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

SPIRITUAL

Two Rivers is underpinned by Christians values, which are threaded through life at the school as part of the curriculum and collective worship. As part of this, children are encouraged to develop a strong sense of spirituality: loving God, their neighbour, their environment and themselves. We recognise that the development of spirituality is important for everyone regardless of their faith and background.

The four elements of spirituality consist of:

- Transcendence (Beyond Human Physical Experiences)
- Encountering/experiencing God (having a sense of what lies beyond the material/physical)
- Ability to formulate and discuss the 'Big Questions' (e.g., about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God
- Making sense of the world

Others

- Empathy and understanding; respect, tolerance
- To love and be loved (loving your neighbour)
- Making a difference; duty

Beauty

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

Self

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity

CULTURAL

Cultural capital provides our students with the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Throughout the curriculum, children are exposed to different cultural influences enriching their learning and providing them with a broad and balanced curriculum, enabling them to take part in cultural experiences they may not otherwise be exposed to otherwise. Our engaging curriculum and hook days support these experiences.

4.0 PRINCIPLES OF EFFECTIVE TEACHING (PET)

The principles of effective teaching aim to establish expectations to promote effective and evidence-based teaching and learning practices across the school to maximise pupil progress and to ensure all pupils have an excellent educational experience. Appendix B shows the 'Teaching and Learning Typicality'. This gives examples of how teachers at different stages of their career should be demonstrating these principles.

4.1 RETRIEVAL OR RE-TEACH

A method that checks the students have learned the material that you want them to know.

All foundation subjects and Science should begin with the use of Knowledge Organisers, Retrieval Games or Quizzing to retrieve previous information.

4.2 PRESENTING NEW MATERIAL

A method of explaining new abstract information, which deliberately and explicitly links to examples and models that students have prior knowledge.

4.3 HINGE POINT

A method of gauging how well students have understood the new material. Reteach or move to independent practice.

4.4 INDEPENDENT PRACTICE

A method of allowing students to develop the automaticity needed for fluent application and recall.

4.5 FINAL CHECK

Ensuring misconceptions have been addressed before the end of the lesson.

5.0 MORE ABLE PUPILS

At Two Rivers, we value all pupils equally and ensure that each child has the opportunity to realise their full potential in a challenging and supportive environment. Our school will have, at any time, more able pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. We are committed to the creating deep learning opportunities and enrichment surrounding the curriculum, in order to ensure the holistic progression of the most able pupil.

5.1 AIMS

- Provide a high-quality curriculum that offers breadth, depth and challenge for all pupils.
- Provide quality first teaching.
- Provide opportunities to extend and challenge pupils through mastery tasks, independent learning, opportunities for creativity and higher-order thinking skills.
- Foster a culture of achievement by creating a climate of learning and excellence throughout the school and a culture of high expectations.
- Work in partnership with parents and carers to help them promote children's learning and development.
- Make use of links with other schools and the wider community to enhance learning opportunities.

5.2 IDENTIFICATION

We identify more able children in a variety of ways:

- Formative and summative assessment takes place against Age Related Expectations.
- Summative assessment is made through a combination of:
 - published tests
 - teacher assessment using age related outcomes
- Informal assessment is made by Class Teachers on a daily basis, using:
 - the marking of pupils' work
 - observation of pupils' performance in class
 - discussions with pupils about their work and interests
- Nomination by parents and other adults who know the pupils (e.g. their swimming coach or club leader). These are communicated to school through:
 - discussions during Parents' Evenings
 - informal conversations between parents and teachers
 - opportunities for pupils to display and discuss their talents and interests during classroom discussions
 - a year-round opportunity for pupils to bring in awards and trophies from extracurricular activities

5.3 PROVISION

Within the school, we provide:

- Mastery tasks which allow pupils to access the curriculum at a greater level of complexity and depth. These tasks could require problem solving, enquiry, critical thinking and research skills.
- Tasks and assessment which encourage metacognition and talking about the learning process
- Adaptive lessons that provide extension and challenge for the more able
- Enrichment opportunities, both within and outside the curriculum, exposing the more able pupils to experiences not usually encountered as part of the curriculum.
- Entering trust competitions e.g., Futura Learning Partnership Performance Poetry Competition, Sports Competitions
- Encouraging participation in local events e.g., Keynsham Winter Festival, art competitions

5.4 MONITORING

Class teachers are accountable for the attainment and progress of pupils in their class. They will regularly monitor the progress of their pupils and are responsible for ensuring that provision, support and challenge meet the needs of their most-able learners. They liaise with parents as appropriate, on how they can support their child's learning. SLT use pupil tracking data, to identify pupils who do not make expected progress and evaluate the success of strategies implemented to support pupils in their learning. More able pupils are discussed at pupil progress review meetings.

5.5 DISADVANTAGED MOST ABLE PUPILS

As with all pupils, Two Rivers is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. We ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child through our curriculum opportunities and enriching cultural capital experiences.

5.6 SEND

For further information on how we support children with special educational needs, please see SEND policy.

5.7 DISADVANTAGED PUPILS

For further information on how we support disadvantaged children, please see the Pupil Premium Strategy Statement.

6.0 LEARNING ENVIRONMENT

6.1 THE INTENT OF THE LEARNING ENVIRONMENT

Learning environments will:

- Be positive and purposeful.
- Promote a culture of aspiration as well as recognise reward and effort
- Promote a consistent and effective application of the behaviour policy.
- Encourage and actively promote independence, resilience and motivation.

6.2 IMPLEMENTATION

- Maths and English boards need to be at the front of the classroom to ensure they are the main focus. If there is limited space, the second board should be as close to the front as possible.
- All headings, examples of children's work and other components of displays must be backed on black paper. The black paper must be stapled in all four corners to the display. If components are changed regularly then they can be attached to the stapled backing with a piece of blue tac in all four corners. Where headings are reused, these can be attached using blu-tac in all four corners. Where policies are displayed on the notice board, these can be attached in all four corners using a white pin so that they can be removed when needed.
- Each classroom will display the following subjects:

MATHS

	KS1	KS2
Maths area	<ul style="list-style-type: none">• Maths resources/draws labelled/organised• Marking Station area (Years 3,4,5 and 6 and from Summer term Year 2)• Maths tool kit to access manipulatives for children• Challenge station/area• Arithmetic support	
Maths Working Wall displayed on a large whiteboard (changed and reflective of current Maths unit)	<ul style="list-style-type: none">• Topic• Key Vocabulary• Our Learning journey• Stem Sentences• We will be able to (Exit card)• 2, 5, 10, 3 & 4 times tables displayed• Arithmetic calculations displayed	<ul style="list-style-type: none">• Topic• Key Vocabulary• Our Learning journey• Stem Sentences• We will be able to (Exit card)• Marvellous mistakes• 4-12 times tables displayed

ENGLISH

EYFS	KS1	KS2
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Sound mats and keyword mats available each lesson	Sound mats and keyword mats available each lesson Word mats available every lesson Writing checklist available every lesson	In Knowledge Organisers: <ul style="list-style-type: none"> • Writing checklist available every lesson • Sound mats (where necessary) and keyword mats, word banks • RWI complex speed sounds chart <p>Dictionaries and thesauruses to be available every lesson (or in a clearly labelled drawer)</p>
English display to include – <ul style="list-style-type: none"> • ‘Red words’ • RWI simple sound chart 	English display to include – <ul style="list-style-type: none"> • Learning journey • RWI complex sound chart • Text type • Vocabulary • Spellings • Writing skills • Marvellous mistakes • LO’s for each skills lesson (example included) 	English display to include – <ul style="list-style-type: none"> • Learning journey • Text type • Vocabulary • Spellings • Writing skills • Marvellous mistakes • LO’s for each skills lesson (example included)

THEME

Theme Area	<ul style="list-style-type: none"> • Timeline • Maps of area being studied
Theme Display	<ul style="list-style-type: none"> • Theme heading e.g. Eco-Warriors • Hook day • ‘Knowledge harvest’ in even year groups and ‘What I wonder’ in odd year groups. • Display will show examples of children’s learning across the curriculum using headings: As a writer; As a historian; As a geographer; As a designer; As an artist

RELIGIOUS EDUCATION

Spiritual Area	<ul style="list-style-type: none"> • Bible open on a story to do with the term’s value • Candle • Prayer jar • School prayer and Lord’s prayer
RE Display	<ul style="list-style-type: none"> • Term’s value as heading • Show collective worship journey for the year • Display pictures/ examples of children/ adults showing the term’s value

ALL CLASSES WILL:

- Establish jobs for different areas of the classroom:
 - Book corner monitors
 - Spiritual area monitors
 - Cloakroom monitors

- English monitors
- Maths monitors
- Theme monitors
- Keep surfaces clear, apart from the subject specific areas noted above.
- Only display work and other notices on display boards.
- Take responsibility for the communal areas around the school including the hall, library and cloakrooms.

6.3 IMPACT

- The school looks tidy and welcoming, which encourages pupils to respect and take pride in their school.
- Displays and learning areas help to communicate learning objectives and facilitate learning.
- Displays create an ethos of achievement by celebrating all success.
- Pupils can independently find and use resources to aid their learning.
- Pupil's attention is directed to the focus of the lesson.

7.0 PRESENTATION

- All Foundation subjects and Science are presented in the same exercise book.
- A label is stuck in at the top with the subject, date and learning objective.
- Every day, one of the lessons will be recorded in the exercise book to practice literacy skills alongside foundation learning. Scaffolds will be provided to aid literacy.
- The other lesson is an opportunity for pupils to record their learning on seesaw, for example children using an iPad to evidence a minibeast hunt or the teaching recording the outcome of a music lesson.
- We have the same expectations for Writing in our Foundation and Science books that we do for Writing and therefore the same marking codes will be used. (Please refer to the feedback and marking handbook.)

8.0 ENHANCED PROVISION

Children must complete the foundation task before the next lesson (Science taught every Tuesday and children have Tuesday-Monday afternoons to complete)

PE, Music and DT build lessons are an exception to this timetable and should be taught whole class.

Fruit is available for children throughout the afternoon

Provision:

- Tasks from foundation learning for the rest of the week
- Maths from two weeks previous-either on a code or practical
- Maths targets
- Fine motor/busy fingers (playdough, weaving, beads) if required
- Retrieval practice using Knowledge organisers and quizzing

Children use their books to keep track of their own progress with tasks.

This allows children to develop power and identify.

Teachers check books in draw and move them before the next session to the appropriate box after marking.

Teacher opportunities:

- Phonics intervention-including red words and revisiting sounds previously taught in EYFS
- Spelling and editing support from English feedback

- Mastery of number small group revision with SEN children
- Handwriting intervention
- Support for children completing foundation learning if necessary

9.0 DROP IN POLICY

9.1 RATIONALE

Drop ins are purposeful and supportive “walk-throughs” of classrooms, with a whole school focus linked to a teaching standard. A drop in creates a school-wide picture made up of many small snapshots. It’s a supportive strategy for providing our staff with feedback about pupil learning and teacher practice.

9.2 PURPOSE

- To monitor or audit practice throughout the school. Providing a ‘snapshot’ view
- To share good practice and promote consistency.
- To check for progression e.g., drop ins focus on how phonics/ basic skills are taught throughout the school.
- To celebrate successes, provide next steps and to stimulate professional discussion.

9.5 FEEDBACK

- Feedback from drop ins will be discussed with the member of staff.
- Following the feedback, teachers will have the chance to team-teach with the member of staff giving the feedback or observe best practice within the school or learning partnership or attend cpd.

9.6 GUIDANCE FOR OBSERVERS

There are certain ways to behave on a drop in:

- Observers will smile as they enter the room and say ‘thank you’ as they leave.
- If the children are working independently or in groups, observers can either mingle, look at books and ask questions or simply be a ‘fly on the wall’.

9.7 OUTCOMES OF THE DROP IN

- Identification of good practice and a plan on how to extend that across the school.
- A change or tweaking of policy, practice or routine.
- Further information required to gain a more detailed picture.

ASSESSMENT

FORMATIVE ASSESSMENT

Each lesson, teachers mark against the learning objective (LO). In odd year groups the LO begins with ‘basic’ terminology, whilst in even year groups there are two LOs: one at an ‘advancing’ level and one at a ‘deep’ level.

LOs are ticked by the teacher when fully met, dotty ticked when partially met and a dot to show that the LO has not been met. We would expect children working at greater depth to have ticks against most of the ‘deep’ LOs. This informs the class teacher’s future planning, for example the class teacher reteaching that milestone

within a future theme or in the case of 'odd' year groups, informing the next year's teachers of the areas where the class/ members of the class need extra support.

Every long term, the class teacher enters their teacher judgement for each foundation subject onto Insight, informed by the children's work, homework and participation in class throughout the year. They are given the following grade:

- 1 – Basic (Working towards Mastery)
- 2 – Advancing (Sustained Mastery)
- 3 – Deep (Greater depth)

As the timescale for sustained mastery or greater depth is two years of study, all children in odd year groups will only achieve basic within the first year. To ensure we are not putting a ceiling on their attainment, teachers in 'odd' year groups predict what the child will be able to achieve by the end of the two years. Therefore the grades of 1,2 and 3 are given as predictions for the end of the two-year period. In 'even' year groups the grading is the level the child is working at, at the time of the assessment period.

There is a possibility that a child may not meet the basic level. This has never occurred due to adaptive teaching strategies, such as scaffolding. However, if it were to occur, the class teacher would make a note of this on Insight and notify their future class teacher, during their handover meeting, about the milestones where basic has not been met.

Curriculum leaders then use this data to inform curriculum action plans.

To ensure all milestones have been covered and so that curriculum leaders and class teachers have an overview of milestones that have been covered, assessment sheets are highlighted in yellow in the 'odd' year groups then 'half yellow, half blue' when covered in the 'even' year groups.

APPENDIX A: LONG-TERM MEMORY MODEL

Learning may be defined as a change to long term memory.

Long-term memory involves three main areas:

1. Procedural memory where procedures such as placing events in order and other skills are stored. Procedures, once fluent, become automatic and are referred to as non-declarative.
2. Semantic memory where facts and their meaning is stored.
3. Episodic memory where the activities to learn the processes and facts are remembered and act as memory cues. Both semantic and episodic memory involve conscious thought and are therefore referred to as declarative.

APPENDIX B: THE FUTURA LEARNING PARTNERSHIP TEACHING AND LEARNING TYPICALITY

All teaching members of staff will accumulate a 'Teaching and Learning Typicality'. This Typicality is based on the guidance below.

Focus	Exemplary Standard	Expected Standard
Retrieval – Reteach	Teacher breaks down knowledge or skills into manageable and logically sequenced chunks. Every opportunity is taken to develop literacy, numeracy and oracy skills. The teacher has detailed knowledge of their students' abilities, personalities, and needs. This knowledge is used in a variety of ways, from seating plans and groupings, the way questions and instructions are targeted, and the way activities and resources are designed, to ensure all students are challenged and supported.	Teacher breaks down knowledge or skill into manageable and logically sequenced chunks. Literacy, numeracy and oracy are taught effectively. New or subject specific language is explained, and students are generally secure in its use. The teacher is aware of the key student groups in terms of ability and need. This awareness is evident in the planning of the lesson and in the way aspects of the lesson are personalised to suit the needs of individuals or groups.
Presenting New Material	The teacher has expert subject knowledge, and the lesson is built around knowledge. Activities and knowledge are sequenced carefully to develop students' understanding and proficiency in line with the Futura Curriculum.	Teacher has good subject knowledge, and the lesson is built around knowledge. Activities and knowledge are sequenced carefully to develop students' understanding and proficiency in line with the Futura Curriculum.
Hinge point	Teachers systematically and effectively check pupils' understanding, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.	Teachers are aware of this key point in the lesson at which they need to check understanding. They use effective and appropriate strategies to do so and are generally aware of when students need support or extra challenge.
Independent practice	The teacher demands a great deal of students. Students are supported to meet these demands by the design of the independent practice, the pitch of the resources and the questioning and prompting of the teacher. Only the best work and responses are good enough, and all students know it.	What the teacher expects of the students is challenging but achievable for almost all. The lesson is pitched at an appropriate level and the teacher does not accept or fail to challenge vague, sloppy or incorrect work or responses. Students are expected to focus and work hard.
Final Check	Written marking is regular, precise and demanding of the students. It is clear that students have to think, respond to and improve work because of the teacher's marking. Verbal feedback is often personal and always specific, goal-oriented and clear. Feedback, whether written or verbal, is part of a clear process of improvement in which more onus is on the student than the teacher.	Marking is regular and helpful. Students understand the teacher's comments and targets and there is evidence that this understanding is helping them improve future work. They complete corrections and respond to written questions. Verbal feedback is regular and has a positive impact on student performance.
Other	Students are resilient and confident, polite and attentive. They are eager to contribute, are not afraid of being wrong and are being supported in developing independence. No student behaviour is allowed to disrupt the learning of others.	Pupils concentrate well and persevere. They follow instructions and any inappropriate behaviour is challenged swiftly and appropriately by the teacher.

SENIOR LEADER

(UPS, TLRs and SLT)

Typically, should demonstrate most of the exemplary level.

EXPERIENCED TEACHER

(M3 to M6) Typically, should demonstrate they meet most of the expectations and some at exemplary level.

EARLY CAREER TEACHER

(ECT) Typically, should demonstrate they meet all the expected standards or if not are making good progress towards them.