

# Elworth C of E Primary School



## Teaching, Learning and Assessment Policy

Date:	September 2023
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Reviewed By:	Mrs S. Buckley
Approved By:	Mr N. Garratt
Next review date:	August 2024
Nominated Governor:	Mr D Page

## **Mission Statement**

At Elworth CE Primary school we believe in the Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' Education should enable children to flourish and reach their full God given potential. To do this fully we need to develop children's characters so that they not only succeed academically but flourish in life skills. This is the basis of Character education; a concept of lifelong learning where pupils live out the virtues they encounter and learn to take their place as active global citizens. Our hope is that every child will become courageous advocates for change. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in the world and learn to be advocates for change.

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

At Elworth CE Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives encouraging them to become lifelong learners and successful citizens in an ever changing and evolving society.

## **Aims and objectives**

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. We consider the raising of standards of achievement, social, moral and spiritual development to be the foundation of good teaching. We believe that each individual child should be given the opportunity to achieve their full potential. This can be achieved through good teaching practice and planned learning, targeted at the children's

needs. All staff take responsibility for raising standards in basic skills. We value every member of our learning community; governors, parents, staff and the children who attend the school. We acknowledge that children come to school with diverse knowledge and from different social and cultural backgrounds. At Elworth CE, all children are valued and supported. This policy clearly sets out the principles of learning that the staff consider to be important for Elworth CE Primary School.

**Children learn best when:**

- They are happy, confident and independent in a secure caring environment to which they feel they belong where their work is valued..
- They know and understand the learning targets and objectives and have opportunities to practise and consolidate important curriculum skills.
- They have a sense of self-worth, feel confident in asking questions and are encouraged to use thought processes as part of their learning.
- The assessment procedures are supportive, positive, diagnostic and constructive based on the recognition of the child's efforts and achievements.
- They are valued as individuals and their work is positively assessed, with appropriate feedback, by the teacher, their peers and themselves, depending upon their age, aptitude and ability.
- There are opportunities to work in a variety of situations; as individuals, or groups, with the teacher on a one to one basis, in a small group or whole class.
- The needs of individuals are assessed and supported through planned learning, advice and support from all staff and other external agencies.
- There are clear monitoring procedures to check how well pupils understand how to improve their work.
- Clearly defined policies on behaviour and discipline are in place and consistently implemented by all members of staff.
- The children are respected and respectful and have a sense of ownership about their learning and community.
- An environment exists which enables children to feel happy, safe, secure, stimulated, motivated and healthy.
- The teachers are reflective and enjoy a collegiate relationship with colleagues, which enables them to consider their own teaching pedagogy and its strengths and weaknesses through training and development of all staff within the school.
- The school and parents work in partnership and the parents are actively involved in their children's learning.
- The children have access to a variety of teaching approaches, experiences and challenges.
- The children are equipped with the skills necessary to become independent learners.
- The classroom structure is made explicit and routines, expectations and targets are clear.

- The children value themselves and others regardless of race, culture, colour, gender, religion or ability.
- There is a shared understanding of high expectations to ensure that all children achieve their full academic potential.
- They have access to a wide variety of resources to aid them in their work

### **Our Guiding Principles**

- 1) Children are respected and respectful and have a sense of ownership about their learning community.
- 2) An environment exists which enables children to feel happy, safe, secure, stimulated, motivated and healthy.
- 3) The teachers are reflective and enjoy positive relationships with colleagues, which enables them to consider their own teaching pedagogy and its strengths and weaknesses through training and development of all staff within the school.
- 4) The school and parents work in partnership and are actively involved in their children's learning.
- 5) The children have access to a variety of teaching approaches, experiences and challenges.
- 6) The children are equipped with the skills necessary to become independent learners.
- 7) The classroom structure is made explicit and routines, expectations and targets are clear.
- 8) The children experience consistency in all aspects of discipline and behaviour.
- 9) The children value themselves and others embracing all i.e. races, cultures, colours, genders, religions or abilities.

### **Roles and Responsibilities**

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

### **Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in Part 1 and Part 2 of the Teachers' Standards. These include setting high standards that inspire, motivate and challenge pupils; Promoting good progress and outcomes for pupils; Planning and teaching well structured lessons; Adapting teaching to respond to the strengths and needs of all pupils
- Actively engage parents/carers in their child's learning using the school website, twitter, fortnightly newsletter, parent consultations as well as clearly communicating the purpose of home learning.

- Update parents/carers on pupils' progress at termly parent consultations and produce an annual written report on their child's progress
- Meet the expectations set out in curriculum, behaviour and teaching and learning policy.

### **Support Staff**

Support staff at our school will:

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

### **Subject Leaders**

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills progressively.
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

### **Senior leaders**

Senior leaders at our school will:

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

### **Pupils**

Pupils at our school will:

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

### **Parents and carers**

Parents and carers of pupils at our school will:

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

## **Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include meetings with subject leaders, governors monitoring and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **Curriculum:**

Life is not lived in separate blocks of time with certain skills and knowledge being used at only those times; because of this we encourage and promote a cross curricular approach in school. An understanding of basic skills and knowledge in all areas and that subjects intertwine is therefore required by everyone, in order for them to understand the world around them and achieve their own potential.

At Elworth we aim to provide the foundations that these skills can be built upon.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Independent learning skills and resilience, to equip them for further/higher education and employment

- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

See our EYFS Policy for more details about our school's teaching and learning in the early years.

### **Learning Environment**

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

## **Adapted Teaching**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt teaching and learning to cater to the needs of all our pupils including:

Pupils who are not on track

Pupils with special educational, needs and disabilities (SEND)

Pupils with English as an additional language (EAL)

Disadvantaged Pupils

Pupils that are gifted and talented.

Support staff will be used effectively to provide extra support.

Teachers and Support Staff will work with the SEN Co-ordinator, our pupils with SEND and their parents to establish the appropriate level of material to support these pupils to make good progress.

## **Transition**

At Elworth, we endeavour to ensure that transition through year groups is smooth and seamless. All staff work closely together to ensure information is transferred between year groups. Transition activities are planned in the Summer term which provide the opportunity for the children to meet their class teacher, visit their new classroom and find out about their new school day and topics. In cases where it is felt additional transition work is required then the school will proactively seek to arrange this. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet. Enhanced transition arrangements are tailored to meet individual needs.

## **Home Learning**

Home learning will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment with focused time set aside.

We believe homework is an important part of a child's learning. It is a discipline which later in school life becomes a crucial element of preparing for exams and further education. At Elworth we focus on developing the basic skills of reading, writing and numbers. To ensure that homework is a positive experience to pupils, teachers will plan activities making them as helpful and enjoyable as possible.

## **Assessment, Recording and Reporting**

- Planned learning, including AfL, is recorded in teachers' weekly plans.
- Medium term plans for all subject areas are produced in each phase to ensure that coverage is comprehensive, consistent and leads towards clear progress over time.
- Progress within the National Curriculum is monitored by the class teacher and recorded on the school's data system, Target Tracker.
- Children will be involved in short term intervention programmes to fill in gaps and accelerate progress. All children's progress will be monitored at least termly and intervention planned if required.
- Teachers will use ongoing assessment through Target Tracker to inform planning for their individual groups and the needs of the children.
- A variety of methods should be used to gather material for record keeping purposes; this may include video recordings, ipad work and photographs (in accordance with parental consent)
- A written report on each child's achievements will be sent to parents as part of an overall report on the child's progress to date in the July of each academic year. Parents will have the opportunity to discuss their children's progress in all subject areas, including English and Mathematics at each parents' evening. The child's opinion of his/her own progress will also be sought;
- Children will undertake statutory assessment in Mathematics, Reading/Writing / Spelling, Punctuation & Grammar at Year 6, and other appropriate assessment tests for other year groups.
- Targets are set each term for all children in English. These are regularly referred to and reviewed regularly by the children and class teacher.
- The basic writing skills for each year group are established as a non-negotiable and referred to in marking and teaching. These include spelling and handwriting.
- Moderation of assessed writing will take place each term. This will be led by the Writing lead alongside phase teams.
- Children will undertake a phonics screening check in Year 1 in the Summer Term. Children not meeting the threshold will retake the screening check in Year 2

## **Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Termly Pupil progress meetings
- Learning Walks
- Planning scrutinies
- Book scrutinies
- Reviewing marking and feedback

## **Review**

This policy will be reviewed annually by the Deputy Headteacher. At every review the policy will be shared with the full governing body.

## **Links with other policies**

[Relationships and Behaviour Policy](#)

[Curriculum Policy](#)

[EYFS Policy](#)

[SEND Policy](#)

[Maths Policy](#)

[Reading Policy](#)

[Writing Policy](#)

## **Appendix A**

### **Teaching and Learning in the EYFS**

At Elworth CE Primary School we follow the curriculum as outlined in the EYFS statutory framework. We use a Narrative Immersion approach to learning which bases topics around key texts each half term.



There are seven areas of learning and development. All areas of learning and development are important and inter-connected. However 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

Each area of learning is implemented through carefully planned, purposeful play in which our highly skilled practitioners have considered the individual needs, interests and stages of development of each of the children. The children learn through a range of teacher directed and child-initiated activities which take place both inside and outside the classroom. Our practitioners make ongoing judgements when balancing the range of child-initiated and adult-led play activities in our classes. We focus on building positive relationships with the children where the children feel supported and learn to be strong independent learners.

At the end of the EYFS, the children are assessed against the Early Learning Goals. Teachers must assess whether children have achieved a 'Good Level of Development.' This will inform whether they are ready to transition into the National Curriculum as they enter Year 1.

### **Phonics**

Phonics is a big part of the learning in the EYFS. At Elworth CE Primary School, we use Read, Write, Inc. to develop their knowledge of phonics and early reading skills. The children take part in phonics learning each day. They will learn how to:

- link letters and sounds
- blend sounds to make words
- learn non-phonetic tricky words

### **Early writing**

At the end of the Reception Year, children at the expected level of development will:  
Write recognisable letters, most of which are correctly formed;  
Spell words by identifying sounds in them and representing the sounds with a letter or letters;  
Write simple phrases and sentences that can be read by others.

## **Mathematics**

In EYFS, we use a Mastery approach and follow the NCETM 'Mastering Number' programme to develop children's early numeracy skills. The children take part in daily maths lessons using active learning and manipulatives to support their learning. Mastering Number is supplemented to ensure the coverage of Shape, Space and Measure as required in Development Matters 2021. Early number skills are promoted throughout the school day in both the indoor and outdoor provision and manipulatives are readily available. Both EYFS classrooms have a designated maths area and working wall where the children can consolidate their learning. Number formation is developed during Early Years to ensure pupils move into Year 1 writing numbers correctly.

## **Reception Class to Key Stage 1**

Transition will start, during the Summer Term, in our Reception classes where there will be a shift towards more adult led activities. Children will have opportunities to meet with their Year 1 teacher through a range of planned activities including story times and 'Meet the Teacher' sessions. During this time, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Transition meetings are held during the summer term which provides opportunities for Reception and Year 1 teachers to discuss each individual child. A transition topic is planned for the end of summer term in Reception and beginning of the autumn term in Year 1.

The Year 1 teacher organises the Year 1 classroom so it mirrors the summer term Reception class. This ensures that the children who did not meet the ELG at the end of reception have activities that they can independently access at their appropriate level.

# **Writing Exemplification**

**EYFS**





I got a noo headband  
It has got flowers.

I like ... I

a b c A B Red

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How do we get the fruit from the  
Flumflum tree?

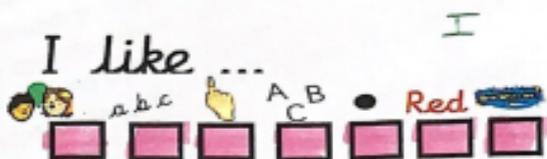


Get stem pegs.

Put the pegs on the  
tree.

Climb up the branches.

Get the fruit out  
the tree.



## **Teaching and Learning in Key Stage 1**

### **Reading**

Read Write Inc. phonics and reading continues in Years One and Two, moving pupils from set 1 and 2 sounds in Reception, through to set 3 sounds in Year 1. In Year one, pupils will learn to blend and read through daily, fun, pacy lessons. They will also learn a range of non-phonetic 'tricky' words. By year two, pupils' phonics work focuses more on application of phonics and spelling patterns. For children, who still require phonics learning, they will still receive a daily phonics lesson. Throughout key stage one, pupils will develop their speed and be able to read with increasing accuracy and fluency. All children will be heard to read regularly and will be read to by an adult daily.

In June, there is a phonics screening check for Year One pupils, which will test their ability to read real and nonsense words. Children who do not achieve the threshold in Year 1 will retake the phonics screening check in Year 2.

The programme 'Steps to Read' is used daily in Key Stage 1 to explicitly teach reading skills.

### **Writing**

In Years 1 and 2 we use Literacy Counts Steps to Write. Steps to Write is evidence-based teaching of writing. The units ensure that the entire statutory curriculum for writing is covered in Years 1 and 2.

By the end of Key Stage 1, pupils will be able to write simple, coherent narratives about personal experiences and those of others; write about real events, recording these simply and clearly; demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required; Use present and past tense mostly correctly and consistently; Use coordinating conjunctions and some subordinating conjunctions to join clauses; Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others, Spell many common exception words, Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters; Use spacing between words that reflects size of the letters.

## **Mathematics**

In Key Stage One, we follow a Mastery approach and use Power Maths which breaks teaching down into small sequential steps. The children take part in daily maths lessons using a C-P-A approach to support conceptual understanding. The daily lesson begins with a hook to provide opportunities for talking and exploring, this is followed by opportunities for children to practise and embed. In addition to the daily maths lesson, we use 'Mastering Number' which develops pupils' understanding of number and fluency.

Early number skills are promoted throughout the school day in both the indoor and outdoor provision and manipulatives are readily available. Both EYFS classrooms have a designated maths area and working wall where the children can consolidate their learning.

**Writing Exemplification**  
**Year 1**



Thursday 22<sup>nd</sup> June

O: I can write my own fairy tale story.

I like ...



Once upon a time  
there was a cute, pretty  
girl called Alice. She had  
sparkly hair and magic  
nails.

One day Alice was  
making a cake in her  
castle kitchen and she  
was very happy.

She was making a big  
cake. She wanted to  
do it with her [<sup>old</sup>mother]  
but she was busy. So  
Alice got messy.

Alice <sup>cried</sup> cried very very  
loudly. <sup>because</sup> she  
cried very loudly  
the witch <sup>heard</sup> heard her.

The witch reacted but  
Alice <sup>whispered</sup> whispered "you look  
horrible!" "oh!" said the  
witch. That night

Alice made a plan  
to escape when  
the witch came

up stairs. Alice made  
the witch trip over  
and the witch hurt her  
self. The witch

didn't really hurt her  
self but she was  
still wicked.

But then Alice <sup>heard</sup> heard a  
<sup>kn</sup>knock on the castle door.  
It was a very mean  
wicked witch. Alice <sup>open</sup> <sup>ed</sup> opened  
the door. The witch pulled  
her clothes and her clothes  
ripped.

Alice had to brush  
the witches smelly  
teeth every night <sup>and</sup>  
morning and evening but  
Alice did not like the  
smell of the witches  
smelly teeth [y]

You will stay here  
every day!" [Alice] <sup>and</sup> [felt]  
Bad but Alice didn't have any  
mother or dad.

**Writing Exemplification**  
**Year 2**

Y2

Wednesday 21st June - Tuesday 26th June

O. I can write for a variety of purposes

Success Criteria	Me	My Teacher
I can use capital letters and full stops. 	✓	✓
I can use phonics for spelling. 	✓	✓
I can spell high frequency words. 	✓	✓
I can use adjectives to make my writing more exciting 	✓	✓
I can use past and present tense correctly. 	✓	✓
I can use conjunctions to extend my sentences 	✓	and.

Dear Three Bears

I am writing to you because I haven't been very nice. A few days ago I was walking to my friends house. I was all most there but I got tired so I sat down on a rock. I saw your little cottage and when I saw it I ran to it. When I got to the front door I knocked but no one answered. It was along time when I knocked so I went in. I had a look around and saw three bowls porridge. My tummy was rumbling loudly so I went to taste the first. It was too salty. The second was too sweet and the last was just right. I am so sorry that I saw that I was just so hungry. After I ate that my legs were getting tired. I need to rest my feet so I left.

Y2

Wednesday 21st June - Tuesday 26th June

I can write for a variety of purposes

Success Criteria

I can use capital letters

Walking around and I found your  
living room. Inside there were three  
colourful chairs. I sat on the first  
one it was big. I sat on the second. It  
was too soft and when I sat on the last  
one was just right but it broke.  
After that I was feeling sleepy so  
I went up the stairs. I didn't know if  
you were up there so I went quietly  
I jumped in the first bed to hold I just  
into the second, it was so soft the last was  
just right. It was so comfy I fell  
asleep, I was sleepy. I think  
I snored very loudly. When I woke  
up I saw three bears with bits of  
shirts, you gave me a massive  
fright! When I saw you I screamed  
down stairs I ran out the  
front door and sprinted into the  
forest. I am so sorry that I  
destroyed your house.

Love from Galadibooks.

P.S. Next time I think you  
should lock the door.

Y2

Wednesday 21st June - Tuesday 26th June

1.0 I can write for a variety of purposes

Success Criteria	Me	My Teacher
I can use capital letters and full stops. 		✓
I can use phonics for spelling. 		✓
I can spell high frequency words. 		✓
I can use adjectives to make my writing more exciting 		✓
I can use past and present tense correctly. 		✓
I can use conjunctions to extend my sentences 		✓

Dear Three Pigs

I am sorry I walked into your house so I'm writing a letter to you. As I was walking down the path of the dark gloomy forest traveling to see the three little pigs when the path split up into two. Well I went right to your house and the three little pigs were left. When I <sup>peaked</sup> appeared at your house I knocked on the door but nobody answered. So I crept in and saw bowls. There were three bowls so I tried them. The first one was too salty. I tried the next one but it... was too sweet so I tried the last one and it was just right. So I ate it all up. Yum Yum. I was so tired I had to have a rest. When I saw the door I opened the door and it led me to your living room and I saw three chairs. I tried the first one

but it was too big. So I tried the  
pink one... but it was too small. So  
I tried the last chair and it was  
perfect. So I had a little relax. But  
then it broke. I think I was too heavy.  
Sorry baby bear. I was so sleepy  
that porridge makes me sleepy. I found  
your bedroom. I wanted to sleep on your  
bed. They looked so fluffy. So I tried the  
first one, but it was too hard.  
So I tried the next one but  
it was too soft. So I tried  
the last one and it was perfect.  
But then I fell asleep. When I  
wake up I saw you, I was so  
'scared' I ran down stairs  
and ran away down the path <sup>into</sup>  
the forest.

from Goldilocks

P.S. I think it is a good idea to  
always lock the door when you  
leave the house!

## **Key Stage 2**

### **Reading**

In Key Stage 2, we use 'Steps to Read' to explicitly teach reading skills.

By the end of Key Stage Two we aim for each child to be able to:

- demonstrate an enthusiastic response to books and read for personal enjoyment
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to peer/self-monitor and correct.
- demonstrate an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to read and write in a variety of styles and forms appropriate to a variety of situations.
- have developed the powers of imagination, inventiveness and critical awareness.
- use a suitable technical and imaginative vocabulary to articulate their responses.

### **Writing**

In Key Stage 2, we use Literacy Counts Steps to Write. Steps to Write is evidence-based teaching of writing. The units ensure that the entire statutory curriculum for writing is covered in Years 3-6.

As children enter Key Stage 2, the focus on spelling increases and children are encouraged to develop confidence in spelling, using strategies to break down words and have a go at increasingly complex spellings. Children are taught patterns and application both discretely and as part of their writing process. Homework aims to support children in this process; we subscribe to online games such as Spelling Shed to practise and apply spelling patterns.

By the end of Key Stage 2, pupils working at the expected standard will be able to;

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
  - in narratives, describe settings, characters and atmosphere
  - integrate dialogue in narratives to convey character and advance the action
  - select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
  - use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
  - use verb tenses consistently and correctly throughout their writing

- use the range of punctuation taught at key stage 2 mostly correctly
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed

### **Mathematics**

KS2 follow a Mastery approach using the DfE recommended Power Maths textbooks.

Lessons begin with a 'hook' to engage children in learning. This sets the learning objective within a real-life context problem (picture, scenario, story). Teaching uses modelling and a C-P-A approach with clear mathematical vocabulary to support conceptual understanding. Children have the opportunity to practise the new skills using carefully crafted and varied questioning. In addition to Power Maths lessons, KS2 have a separate Fluency/Arithmetic session to develop fluency skills and practise arithmetic calculations. There is also a strong emphasis on teaching times tables and it is expected that pupils will have learnt their tables by the end of Year 4.

There is also opportunity for maths to be applied throughout other areas of the curriculum, for example, D&T, Science and Geography.

**Writing Exemplification**  
**Year 3**

Wednesday 21<sup>st</sup> June - Friday 23<sup>rd</sup> June

LO: I can write a 'lost' narrative Music Lesson

Success Criteria	Me	Teacher
I can use accurate CI and FS		✓
I can use effective vocabulary		✓
I can use noun phrases		✓
I can use paragraphs		✓
My handwriting is neat with clear ascenders and descenders.		✓

The day it happened was an ordinary day.

My brother and I loved London. At last, our annual trip to London. All the dazzling lights flashed before me it was such a busy city.

2.6.2023

The hustle and bustle was too much for me and I wandered too far away. I wanted to see all of the sights. People rushing around to and fro, cars were honking their sea horns and buses and taxis whizzing by.

3.6.2023

I gought to buy my picnic at bay. I looked around gratefully. I was lost. My heart thumped in my chest I started to panic. Faces swam before my eyes but I couldn't see my brother or my mum. Then I saw some dirty leather trainers...

Are you lost my little one? I glared upwards. Standing in front of me was an old man wearing a navy, torn track suit. My eyes widened with fear and I took a small step back.

M-n-rrr, I stuttered. Turning and running.

Spinning round, in the fear, I started to tremble. I started to wobble out of their clutch until I realised who they belong to my mum. ~~something~~ with relief I threw my arms around her. I was safe.

**Writing Exemplification**  
**Year 4**

Friday 19<sup>th</sup> May

LO-1 can draft and write persuasive texts using examples from others

Success Criteria Y6	Me	Teacher
Basic skills - Full stops and capital letters - Spellings using my spelling mat - Handwriting		✓✓✓
Alliteration		✓
Superlatives		✓
Rhetorical questions		✓
Persuasive language		✓
Imperative verbs		✓
I have used 1 and ?		✓

## Amazing Elworth

Do you think its time to move? Why not come to Elworth? Elworth has Elworth & Flashes, the greatest parks and the best school around. Elworth is the best village you'll ever live in. It has the best parks. Also the best friendly friendliest children and adults. Have you ever seen a more beautiful village than Elworth?

22.5.23 Elworth Flashes

Do you want to experience the beauty of nature? Why not come to Elworth's fabulous, peaceful glashes? Elworth Flashes has the most wonderful wildlife and the greenest plants you'll ever see! You can have glorious walks and the best picnics. Elworth Flashes is also a unique, peaceful place where you can relax and play.

23.4

## Elworth park

Are you ready to meet the best park in the world? If you are then come to Elworth park. They have the greatest slide and the craziest round about. Elworth park also has the perfect equipment for toddlers that are the safest and most <sup>trustworthy</sup> equipment. The swings can go as high as you want and there is even a swing for three people! Elworth has the biggest climbing equipment that you can sit on it when you get to the top. Elworth park also has the biggest, spacious field ground that you can play football or any sport on. What are you waiting for? Come to Elworth park today.

24.5

## Elworth c.e. Primary school

Are you looking for the perfect school for your child? If you are then come to Elworth c.e. primary school. They have big terrific terrific teachers and

Rhetorical questions  
Can you include -er words (e.g. nicer, bigger)

the friendliest kids you'll ever meet! Your child will have the loveliest loveliest time there and get a lot of exercer exercise. Speaking of exercise your child will take part in swimming, teamwork sports and crosscountry. This school is the only school that has a swimming pool around Elworth! There there is also the new play equipment that your child will love and make memories in. Is your child a Christian? Then you've come to the right school because Cathryn is the loveliest school chaplin and the most creative. Is your child interested in technology? I got like she is this school has laptops and ipads for every school pupil, they they even have VR headsets! Does your child love greenery greenery? If so your child will get plenty of greenery, because we we have such a massive field that the whole school might sit on it! Come to Elworth c.e. today.

(re)

(sp)

**Writing Exemplification**  
**Year 5**

In the chaos, four squealing pigs were floating around the farmyard and all of the chickens were shrieking and panicking non stop. It was a disaster. Howling like an excited puppy, the wind whirled and swirled as the leaves danced around. A Dorothy looked towards the farmyard she saw Aunt Em hanging onto the big, wooden barn door one handed because of the rapid wind. During the mayhem, the cows were moaning and groaning. Uncle Henry was shouting for Toto because he had ran to get Uncle Henry's hat and wasn't coming back. While all that was happening the trees were grunting like a toad and swaying as rapid as the sea. From the barn, there was an old cow staring at the destruction the tornado had caused to the farm. **CRASH!** In less than a second, all of the wooden fence posts were flying platters in the dark gloomy sky going in every direction. Dorothy was trying her best to scoo scoo up all the little piglets into her arms, and put them back into their little barn filled with hay.

As Dorothy looked around the area, everything was getting crushed into pieces. During the destruction, the chickens were panicking in droves and the pigs squealed as they got lobscrowbed, I obscured by the mist. Darkness. The barnyard & farmhouse doors swung open as it moved when the horse was going into it feeling scared. In the farmyard, the leaves were dancing like a dance club. In the middle of it, Toto went after Uncle Henry's hat. During the mayhem, the trees fell when they passed out. The animals ran round the farm like it was a scene off the devil in hell. All a sudden, Crash! Wooden planks came flying like shoggers so Dorothy ducked her head in distress. The tornado was the devil. The house snapped like a very angry snapping turtle. The tornado was striking down as it roared like a rocket camp engine taking off. The tornado picked up as much debris as it could and chucked it to the floor and it hit people and it all went flat Dorothy.

**Writing Exemplification**  
**Year 6**

Wednesday 1<sup>st</sup> March

LO in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action (Y6)

Success Criteria	Me	Friend	Teacher
I can use expanded noun phrases, preposition phrases and adverbs	✓		■
I have used apostrophes accurately to indicate possession	✓		■
I have included speech which shows what the different characters are like and to move the story on	✓		■
I have used a range of KS2 punctuation accurately	✓		■
I have created mood and atmosphere through interesting vocabulary	✓		■
My Writing target which is to use commas to mark fronted adverbials	✓		■

As soon as one of the many security guards of Gringotts Bank rushed in through the old, creaky doors, his eyes were met with a chaotic scene of mayhem. Hanging from the torn up ceiling, the precious, antique chandeliers with glamorous gems swung from side to side, barely avoiding the dusty pillars of the bank. What clung to the ground, the tatty, worn-out boots with scuffed, concrete walls attempted to pull itself together as it slowly crumbled to pieces, sending pieces of rubble and broken glass onto the cracked stone floors. Gripping the beaten up walls, the colossal, destructive dragon with huge shimmering claws as sharp as needles attempted to make its way through the luxurious, old bank. Below the towering beast, the horrified, alarmed spectators with cuts covering their bodies watched in fear as the gigantic beast with blood sucking fangs ascended towards the walls of the ancient, torn-apart bank.

Clanking up the slaty, collapsing walls, the devious, young dragon, who only had little wings, searched for the way which he would use to escape. "I don't know if this is the right time to say this," called Harry worriedly, "but this dragon is

bling!

"WHAT DO YOU MEAN!!!" screamed Ron in a high pitched voice whilst clinging onto one of the dragon's spikes for dear life. As the youngest dragon climbed up the walls of the bank, the dragon's claws dug into the concrete tearing pieces of the corrupted walls bit by bit leaving imprints and claw marks behind like a sewer.

"We need to get out of here before something bad happens," remarked Hermione.

Just then, the dragon took a running leap and glided towards the roof... SMASH!! The dragon scored the roof of Gringotts Bank making it look like nothing was ever there.

A great story with a blend of action, description and dialogue! 1 dojo!

Monday 12th June

LO I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose

Success Criteria	Me	Friend	Teacher
I have maintained the level of formality throughout my writing	✓	✓	✓
I can use a range of punctuation to indicate parenthesis	✗	-	✓
I have chosen punctuation carefully to match the level of formality and effect I want to create	✓	✓	✓
I have used a range of KS2 punctuation accurately	✓	✓	✓
I have used my writing target which is: To use advanced punctuation	-	-	✓

Hi Guys!

How <sup>is everyone?</sup> [are you guys?] I'm really sorry for not writing to you sooner, but I just haven't had much time with all of the fun things I'm doing. I realise now why the man in court said there was some spaces left, it's so fun here! Anyway, how's dad's shoe project doing? Although I'm missing home, I'm loving the fact that I don't have to wake up to the smell of stinky feet! HAHAHA! I've met so many new people and made so many new friends, you wouldn't believe it! So, what actually ended up happening to them shoes? I hope they were given back!

The journey here was very long but so fun! I had a person who got me stuff if I asked for it (I think her name was Lily or something like that) [Anyway, I'm sorry I forgot to mention] I got the whole <sup>bus</sup> [coach] to myself! The views were so nice, I saw all the scenery and counted how many horses I saw. Lily was so nice and helpful [She] she got me so much stuff like food and drinks. She also showed me how to work the reclining seats, adding on to that she even asked the bus driver to stop at Subway. At subway, I got a ham baguette and nachos with a nice, cold drink. MMMM... Getting closer to the lake, I could see mountains and lovely children. [Finally] FI-NA-LLY! We got to the site where I saw nothing for me... My awesome guide who took me around the whole site and showed me everything was and showed me my room where I settled down and counted my first day. ended



