

Rationale

"For the things we have to learn before we can do them, we learn by doing them." - Aristotle

At Mount Street Academy (MSA) we firmly believe in the theory and research that states that children learn through the construction of meaning through experience, and that meaning is influenced by the interaction of prior knowledge and new events (Arends, 1998). This approach to teaching and learning develops determined, resilient, empathetic learners, who learn in a [constructivist way](#) (Vygotsky & Bruner) through interactions with one another, with adults and with the environment around them. This in turn supports children in acquiring and applying effective behaviours for learning; independence, creative thinking, the ability to solve problems, to follow lines of enquiry, to be curious and interested in the world around them. At MSA this approach begins in our EYFS setting in an enabling environment that is shaped by a curriculum which is rich, inspiring and broad and which provides all children with a wide range of first-hand play-based learning experiences within indoor and outdoor classrooms that are resourced and organised to ensure maximum engagement and independent access for all children. With this in mind, as well as diligently designing our curriculum to be sequenced and cumulative from Nursery to Year Two, our classroom and lesson design from Nursery to Year Two follows the same approach.

Progression

In line with our curriculum design across MSA, our KS1 curriculum, as well as our classroom and lesson design, is diligently sequenced to ensure knowledge gained is cumulative. This aids progression as well as frequently allowing children to draw on previously acquired knowledge through retrieval strategies. Learning is sequenced so that established ideas can be linked to new learning, supporting pupils in developing their abilities in all curriculum areas through understanding the coherent and connected nature of the subject.

By the end of Year Two, a Mount Street child will...

Understand how they best learn, understand and recognise what hinders their learning and begin to know some ways to overcome these barriers

Engage confidently in conversations about what they are learning

Work independently with confidence and focused attention

Be able to Form positive relationships with new and unfamiliar adults and



Consistently demonstrate and recognise when they are demonstrating our DREAM team values: Determination, Responsibility, Empathy, Aspiration and Make a Difference

Regulate their feelings and behaviour in challenging learning situations and show resilience

Approach new learning with confidence, using what they know to help them

Know the difference between my turn/I do, our turn/we do and your turn/you do learning and the purpose of each

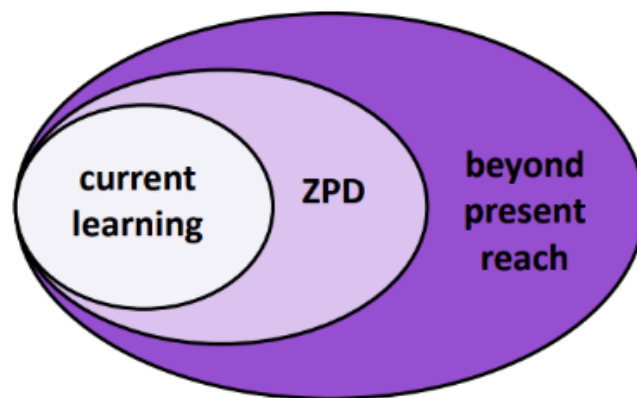
Intent

Our children move into KS1 having been in our EYFS environment that approaches teaching and learning with the deep understanding of how these early experiences deeply affect our children's future physical, cognitive, emotional, social and academic development. As such our EYFS provides a rich curriculum that supports learning, consolidates and deepens knowledge and ensures that children make progress and achieve their next steps.

In Key Stage One the MSA curriculum continues to follow carefully sequenced and planned out learning (as outlined on our Year One and Year Two medium term plans). In addition to this, our approach to environment design continues to build on EYFS with Year One children experiencing learning (through classroom and lesson design) a step on from where they end in Reception. Therefore, not only does the curriculum content show progression through age related expectations, but the learning environments for each year group reflect this progression as well. The most essential part of the success of this approach is that independent learning is not a 'free for all'; our Year One classrooms are purposefully designed and set up to be a step on from Reception classrooms, and Year two classrooms demonstrate a further step on from Year One. Learning enhancements within the provision areas in Year One are carefully linked to the week's previous learning and provide retrieval opportunities as well as enabling children to make connections between different areas of learning. Then throughout Year One this classroom and lesson design evolves and changes in line with child development and the needs of the children, leading to the children being ready to move into Year Two, which in turn builds on Year One and evolves and adapts through the year so that children are prepared for their next step, which for our children is their move to Year 3 at a separate Junior School.

As in EYFS, Bruner and Vygotsky theory and research also underpins our approach to teaching and learning in KS1 with the continued acknowledgement that the social environment has a significant impact on a child's learning. Modelling, thinking aloud, scaffolding and other effective teaching approaches structures interactions between adults and children and promotes learning. We know that this helps children achieve a specific goal (new learning) and then over time children's mastery of increasingly more complex modes of thinking moves from enactive (practical) to symbolic (abstract).

In KS1 we provide learning environments that create opportunities to experience real life/hands on learning which enables them to learn and apply concepts, knowledge and skills and which follows Bruner's Modes of representation approach: enactive (kinaesthetic/practical), iconic (visual/spatial/pictorial) and then symbolic (abstract). Our curriculum design leads children through carefully planned and designed activities within a purposeful and deliberate environment that is underpinned and structured using Vygotsky's Zones of Proximal Development as a framework, as explained in this link: [Vygotsky's Zone of Proximal Development](#)

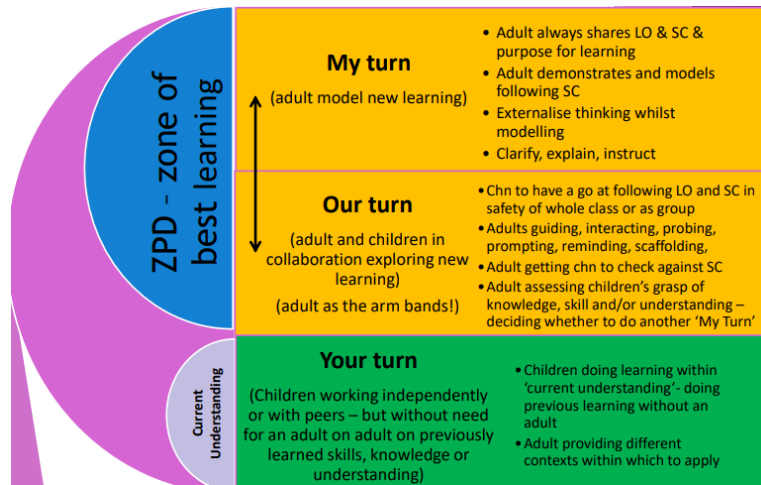


Zone of Proximal Development



Our structured and purposeful approach to lesson and environment/classroom design and structure ensures that children have opportunity to learn through direct modelling from their teacher(s) (my turn/I do) and through the scaffolding of learning from their teacher alongside them as they work with a group of peers or one on one with an adult (our turn/we do). Then they have opportunity to revisit, apply and deepen their increasingly broadening and expanding knowledge and skills independently, through planned activities (your turn/you do). During this independent learning they apply their recently acquired knowledge, skills and understanding (within their ZPD). Accessing these regular retrieval opportunities consolidates learning over the course of a day or a more extended period of a few days/weeks. It also allows children to continue to demonstrate their independence and resilience as learners, through giving opportunity for them to make choices about, and initiate, their own learning.

This structure and approach of lesson/classroom design in KS1 at MSA is further explained in the diagrams below:



QUALITY TEACHING AND LEARNING

I DO; WE DO; YOU DO
DIRECT INSTRUCTION

- 1) ESTABLISH PURPOSE**

Establish purpose. Share intended outcomes. Link learning to previous learning.
- 2) EXPLAIN CONTENT CLEARLY**
 - Don't ask questions: teach the new content
 - Use visual representation, allowing thinking and processing time (for example, in science, a simplified diagram of the heart).
 - Use simple diagrams (with no words/labels)
 - Avoid using speech and text: children cannot listen and read simultaneously
 - Using speech and diagrams together aids learning
- 3) ENSURE ALL CHILDREN ARE PAYING ATTENTION**

Expect all children to be watching and listening. Reduce extraneous cognitive load.
- 4) MODEL**
 - Walk through the process to show children an example. Repeat. (For example when teaching children to add 3 digit numbers)
 - Teach in small steps to reduce cognitive load
 - Provide ambitious high quality examples (for example, in writing, a model that includes the writing features expected of the children or in reading, a model answer that children can aspire to).
 - Use correct subject-specific terminology
- 5) THINK ALOUD**

Model the process whilst thinking aloud (for example: model choosing specific vocabulary to have a particular effect).
- 6) GIVE EXPLICIT INSTRUCTIONS**
 - Pick your spot
 - Face the children and stand still
 - Don't 'multitask' when giving instructions
 - Never talk over the children
 - Formal Tone
 - Economy of language

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QUALITY TEACHING AND LEARNING

I DO; WE DO; YOU DO
GUIDED INSTRUCTION

- 1) INTERACTIVE INSTRUCTION**
 - Provide scaffolded examples for children to complete
 - Prompt and support guided tasks
 - Use talk partners to support language development (provide sentence stems: I think... because...)
- 2) CHECK FOR UNDERSTANDING**
 - Teacher asks questions using a variety of:
 - Cold calling - no opt out
 - Use focus children (low/middle attainers)
 - Choral responses (or call and response)
 - Think, Pair, Share
 - Ask open ended questions: What have you understood?
 - Bounce questioning around to hear multiple responses from children.
 - Use mini whiteboards to ensure participation from ALL children.
- 3) DEVELOP PUPILS' RESPONSES**
 - Use universal prompts such as:
 - Tell me more.
 - What makes you think that?
 - How do you know?
 - Why is that important?
 - Provide sentence stems:
 - I know... because...
 - I think that... because
 - Feign ignorance so that children elaborate on their responses.
- 4) PROVIDE ADDITIONAL MODELLING OR CLARIFICATION**

Establish how confident pupils are. Return to the 'I DO' phase if necessary and provide further modelling.
- 5) CHILDREN ASK QUESTIONS**

Provide opportunities for children to ask questions.
- 6) DECIDE WHEN TO MOVE ON**

Establish whether pupils are ready to move into the independent phase.

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QUALITY TEACHING AND LEARNING

I DO; WE DO; YOU DO
INDEPENDENT PRACTICE

- 1) PROVIDE SUCCESS CRITERIA**

Provide success criteria so pupils know how to be successful
- 2) SET EXPECTATIONS (TORN)**

Time | Outcome | Resources | Noise level

For example: 'You have 15 minutes to write 2 paragraphs in the front of your book. We're going to complete this in silence so that everyone can focus.' Check in with children: 'How long do we have?' How many paragraphs do you need to write?'
- 3) 'STRUGGLE' TIME**

Allow 'struggle time' so children have an opportunity to apply independent learning skills.
- 4) ENSURE ALL CHILDREN ARE ON TASK**
 - Narrate the positive: 'I like how Mark has made a quick start' or 'Fantastic handwriting from James, what a great start!'
 - Deliberately scan the room for off-task behaviour: be seen looking.
 - Move around the room and walk between the tables. Stand at the corners where you can monitor all children's work.
 - Anticipate 'off-task' behaviour. Redirect children with the least 'invasive' intervention necessary:
 - Proximity; eye contact; nonverbal; recall previous positive or small consequences.
- 5) PROVIDE SCAFFOLDING**

Provide scaffolding to allow all children to access the learning. Link this to prior attainment, interventions and IEPs.
- 6) MONITOR CHILDREN'S PROGRESS RIGOROUSLY**

Monitor children's progress rigorously. Circulate the room and know what you're looking for. For example, checking ALL children's handwriting on their first sentence, or checking ALL children have correctly calculated the first question in maths.

 - Carry out live marking
 - Provide 1:1, small group or whole class feedback
 - Use mini-plenaries

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Our Key Stage one classrooms are purposefully and deliberately designed and orchestrated to offer opportunities that allow children to manage and take responsibility for aspects of their own learning within an environment that continues to work as 'the third teacher' - stimulating children's construction and application of learning and engaging them in independent quality thinking and reasoning. These experiences enable the children to revisit, apply and deepen their skills, knowledge and understanding as well as to continue their journey as independent and resilient learners.

Implementation

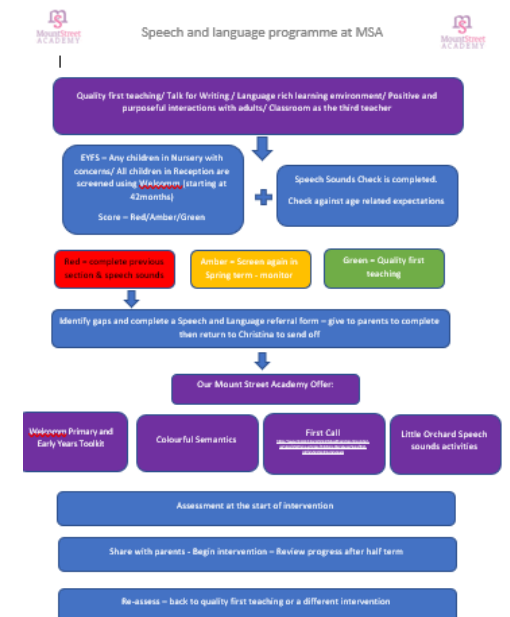
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Planning, Teaching and Lesson Structure:

In KS1 we follow our Year One and Year Two medium term plans that are mapped out in carefully sequenced learning which supports children in achieving end of year age related expectations (ARE) at the end of each year. In a similar way to EYFS, we look at the individual needs of our cohorts of children and their different starting points at the beginning of each half term and with this information in mind alongside the expectations for teaching and learning in each half term, we are able to plan a range of broad and balanced learning experiences that seek to ensure they are all on track to reach ARE, we are able to quickly identify and close the gap for those falling behind and we are able to identify those who are achieving at greater depth and extend them further.

We continue to place major emphasis on our children's language and vocabulary development and ensure that, just as in EYFS, staff in KS1 are skilled in assessing early speech and language development and have the expertise to support children in being able to communicate their thoughts and ideas and explore the meaning of new words in line with our offer at MSA for speech, language and communication development (as shown on the right):

Deliberate lesson and activity design outlines the learning approach that needs to be taken and teachers know why they have chosen to approach learning in this way. A crucial aspect/key to the success of the implementation of our KS1 curriculum planning and delivery is how staff in KS1 ensure that children continue to uphold their understanding of the part they play in their own learning. Staff work hard to ensure that in the transition to KS1 children do not only apply themselves fully to the 'our turn /we do' learning, but that they work effectively when independently in the 'your turn/you do' learning.



At MSA KS1 'your turn/you do' independent learning is as valued and equal to 'our turn/we do' learning – it is just for a different purpose. It is important to us that the children know the purpose of my all three stages of teaching/learning and understand the difference. Staff consistently and continually use the terms 'my turn/I do', 'our turn/we do' and 'your turn/you do' in reference to the different types of learning occurring in the classroom, and by using these terms they ensure that the children understand the difference and purpose of each.

Planning ensures that both the adults and children know what learning is being revisited, practiced and/or applied and why. Learning, knowledge, skills are the focus and underpin the reasons for activities places within provision. Sometimes activities from previous weeks that children have encountered as an 'our turn' activity, are made available for the children to revisit, apply and consolidate independently.

Dialogic teaching theory and research (Alexander 2017; see diagrams below) also supports our approach to both the 'my turn/I do' and the 'our turn/we do' aspects of lessons. Listening and attention along with speaking are identified as a key social/cultural capital need for children at MSA. We therefore utilise our knowledge of cognitive memory theory approaches to support this and to maximise learning and progress. One example of this is our knowledge that children's sustained ability to solely focus and listen to sole adult talk is the child's age +/- 2 minutes, but that this is extended when dialogic teaching approaches such as talking partners, scaffolding, effective questioning or the way we present learning are used. Whole class carpet times are used but these are kept short and focused and are the 'my turn/I do' model by the teacher – sometimes this is whole class, sometimes this is in smaller groups matched to the next steps identified.

Whilst the teacher, and where available a teaching assistant, work with a group(s) of children on the 'our turn/we do' section of the learning approach the other children access the 'your turn/you do' activities independently. There may be occasions where the learning content means that the children in classroom are all working on the same focus at the same time, however these occasions are few and for the majority of lessons the children who are not working with an adult are accessing independent activities as directed by the teacher.

As children move through Year One and into Year Two, there is an increase in times where an adult is working with a group of children on an 'our turn/we do' level activity and another group of children are working at a table on a 'your turn/you do' adult directed/agenda activity that is not within provision. But the expectation is that this is not in every lesson, it is only where this is appropriate and agreed by the year group team to be the best course of action for that activity/outcome.

What is dialogic teaching?

- ▶ The term 'dialogic teaching' is now in regular use but like all such terms means different things to different people. As developed by Robin Alexander since the early 2000s, dialogic teaching **harnesses the power of talk to stimulate and extend students' thinking and advance their learning and understanding**. It helps the teacher more precisely to diagnose students' needs, frame their learning tasks and assess their progress. It empowers the student for lifelong learning and active citizenship. Dialogic teaching is not just any talk. It is as distinct from the question-answer and listen-tell routines of traditional teaching as it is from the casual conversation of informal discussion.

It requires:

- ▶ **interactions** which encourage students to think, and to think in different ways
- ▶ **questions** which invite much more than simple recall
- ▶ **answers** which are justified, followed up and built upon rather than merely received
- ▶ **feedback** which informs and leads thinking forward as well as encourages
- ▶ **contributions** which are extended rather than fragmented
- ▶ **exchanges** which chain together into coherent and deepening lines of enquiry
- ▶ **discussion and argumentation** which probe and challenge rather than unquestioningly accept
- ▶ **professional engagement with subject matter** which liberates classroom discourse from the safe and conventional
- ▶ **classroom organisation, climate and relationships** which make all this possible.

6. Professional behaviours

Developing professional skills and practice, participating in professional development, supporting colleagues and the broader role of liaising and communicating with parents also have a part to play in effective teaching. We found some evidence to show this has an impact on student outcomes.

1. Content knowledge

This is when teachers have a deep knowledge of the subject that they teach and can communicate content effectively to their students. We found strong evidence for the impact of this on student outcomes.

2. Quality of instruction

This includes teachers being skilled in effective questioning and use of assessment. Good teachers also deploy techniques such as reviewing previous learning and giving adequate time for children to practice and so embed skills securely. They also progressively introduce new skills and knowledge, a process known as "scaffolding". Again, there is strong evidence of the impact of this on learning.

Six common components of quality teaching- Higgins and Coe 2014

5. Teacher beliefs

There is also some evidence to show the importance of the reasons why teachers adopt particular practices and the purposes or goals that they have for their students. For example, research indicates that primary school teachers' beliefs about the nature of mathematics and their theories about how children learn – and their role in that learning – are more important to student outcomes than the level of mathematics qualification the teacher holds.

4. Classroom management

Efficient use of lesson time, co-ordinating classroom resources and space, managing students' behaviour with clear rules that are consistently enforced: we found moderate evidence of the impact of these on how children learn. These factors are perhaps the necessary conditions for good learning, but are not sufficient on their own. A well-ordered classroom with an ineffective lesson will not have a large impact.

3. Teaching climate

The quality of the teaching and learning relationships between teachers and students is important. Good teaching challenges students but develops a sense of competence: attributing success to effort, rather than ability. We found moderate evidence that the teaching climate in the classroom impacts student outcomes.

Dialogic Teaching Principles

- ▶ **Collective:** teachers and children address learning tasks together, whether as a group or class;
- ▶ **Reciprocal:** teachers and children listen to each other, share ideas and consider alternative viewpoints
- ▶ **Supportive:** children articulate their ideas freely, without fear of embarrassment over 'wrong' answers; and they help each other to reach common understandings;
- ▶ **Cumulative:** teachers and children build on their own and each other's ideas and chain them into coherent lines of enquiry;
- ▶ **Purposeful:** teachers plan and steer classroom talk with specific educational goals in view.

Robin Alexander

Our school Dream Team are the drivers that thread throughout our curriculum in both EYFS and KS1 to teach the children about our school values and our rules as well as to help children understand and learn how to be effective learners and how to approach learning:



DREAM TEAM	School Value	School Rule
Dusty the dog	Determination	We never give up
Ruffles the rabbit	Responsibility	We are honest
Echo the emu	Empathy	We are kind
Akira the ant eater	Aspiration	We aim high
Marmalade the mole	Make a difference	We look after our world

Recording Learning:

Children's learning when working on 'our turn/we do' with a teacher or an independent 'your turn/you do' activity is recorded in their books through photographs or written by the children directly into their books. Topic focused work carried out as an 'our turn/we do' level activity will be recorded as appropriate and placed into topic folders.

Photograph evidence during the 'your turn/you do; independent activities are taken by the children, we use these instruction cards/signs for the children to remind them that when they have completed this 'your turn/you do' learning they need to get their name card and take a photograph of it on the classroom tablet.

The image the child has taken of their work is then printed and stuck into a child's book/printed and placed into their topic folder as evidence of the child applying their knowledge, skills and understanding independently.



We take pride in providing a highly inclusive environment, where learners of all abilities can demonstrate high levels of enjoyment in their education and will make good progress in their learning. We ensure that we do all we can to make sure that children at all levels of ability can achieve their potential. Through pupil progress analysis, those who learn rapidly are challenged and supported with tasks that provide opportunities to deepen their level of knowledge and understanding. Those children who are identified as having barriers to learning or who are slower in grasping concepts are provided with targeted support through modified activities and additional interventions. Examples of interventions provided are phonics interventions, [Wellcomm](#), [First Call](#) and [Colourful Semantics](#). Children who are finding aspects of their social and emotional development difficult and need provision beyond the EYFS setting, have access to our nurture provision teacher and TA where they are supported further in learning how to manage their own feelings, how to self-regulate and to develop their ability to use the five point scale to help them overcome this barrier and quickly access the classroom provision successfully.

At Mount Street Academy we:

- Work in partnership with family grown-ups to encourage independent, happy learners who thrive in school and reach their full potential no matter their starting point.
- Provide opportunities in our curriculum that supports their learning and consolidates and deepens their knowledge to allow children to meet their next steps.
- Create a stimulating learning opportunities that support and maximise learning though hands on 'real life' experiences that move towards abstract concepts.
- Prepare children to reach the Age-Related Expectations at the end of each year group and ensure that all children make good or better progress.
- Support the children transition at the end of each year group, to move successfully into the next.

SEND (Special Educational Needs and Disabilities) Curriculum Adaptations:

MSA is a diverse and inclusive place to learn. Our approach to teaching and learning ensures a clear focus on core concepts and the tailoring of delivery to ensure that the majority of children are able to access learning and be successful. For our children who are on the SEND register, clear and specific targets form a core part of their success. In addition to this, for the children who are not able to access the core classroom learning, their specific learning and targets are planned to ensure success at their stage of learning. Across our whole curriculum we have consistent adaptations, these are:

Area of need/ Barrier	Adaptations
<u>Communication and Interaction:</u> <ul style="list-style-type: none">• Speech and language:<ul style="list-style-type: none">- Understanding of language including instructions.- Confidence to interact and share with others.- Ability to report back answers and information.• Social communication differences:<ul style="list-style-type: none">- Ability to work closely with others- To accept a group task and work cooperatively with others. To work on a group agenda.- Accepting changes to routines, learning patterns or mid-task changes to content or focus.	<ul style="list-style-type: none">• Simple instructions, clear and concise, supported by visuals if appropriate.• Time to think and process ideas before responding.• To model clear speech and correct pronunciation when teaching.• Using keywords/language relating to the subject, pre-teaching key vocabulary. To ensure key vocabulary is pronounced correctly and clearly explained.• Use of visual timetables / now and next• Use of Widget visuals• Use of technology – app, interactive websites, or online resources• Use of talking tins – the child can access the instruction / information repeatedly and independently to support learning.• Emotionally safe learning environment – use of 5 point scale and safe space.• Opportunities to build relationships.• Clear focus and expectations for group work with adaptations in roles if required, for example a specific job given to the child within the group.• Pre-warning of any changes
<u>Cognition and Learning:</u> <ul style="list-style-type: none">• Specific learning difficulties• Memory issues• Reading difficulties• Recording responses	<ul style="list-style-type: none">• Images on different coloured backgrounds if appropriate, or use of coloured overlays• Vocabulary banks with key words, flashcards• Images that represent key vocabulary• Retrieval opportunities• Use visual organisers and check lists• Multi-sensory activities• Differentiated instructions.• Personalised learning goals and progress monitoring• Peer support – pairing students, use of a buddy system, mixed groups• Chunking learning to make it manageable• Repetition of key information and vocabulary• Learning walls with key information to refer to.• Use of role-play• Considering the positioning of children to maximise engagement• Relatable and real-life examples relevant to the children's lives• Differentiated instructions to meet individual needs of children – provide alternative modes of learning.

	<ul style="list-style-type: none"> • Immediate formative feedback • Alternative ways of recording – use of technology (laptop for typing, iPad for recording verbal responses or photographs), adult scripting
<u>Social, Emotional and Mental Health:</u> <ul style="list-style-type: none"> • ADHD • Anxiety • Emotional regulation 	<ul style="list-style-type: none"> • Self-regulation and coping strategies e.g. 5-point scale to support regulation, calm corners, sensory materials, now and next boards, busy boxes etc • Restorative practice to support problem solving and calming. • Foster a positive and nurturing classroom environment • Group work/teamwork to support confidence • Multi-sensory activities • Emotionally safe learning environment – build relationships. • Sensory breaks / movement breaks • Achievable chunked learning to enable engagement and feeling of success.
<u>Physical and Sensory:</u> <ul style="list-style-type: none"> • Visual impairment • Hearing impairments • Physical disabilities E.g. mobility issues, having use a wheel chair. • Fine motor • Gross motor 	<ul style="list-style-type: none"> • Visual supports with enlarged images, colour coding/symbols for organisation. • Resources available in braille and use of Zyfuse machine (available through SEST for VI if appropriate). • Script to describe images or other resources • Multi-sensory materials such as tactile images, textured objects, tuff trays to explore resources through touch. • Think about position of child with hearing aids, position close to front but to the side, not more than 3m from teacher (children with a hearing aid cannot hear beyond 3m but often rely on visual engagement – e.g. watching peers or lip reading.) • Hearing aids and cochlear implants – consider how they vary and process different frequencies. • Reinforce the main teaching points and instructions after the main teach or through TA • Field work/school visits– adaptations in place to ensure all children can access field work/school visits – for example, are there accessible paths? Are there any elements low down that children will need to access etc? Ensure the learning environment is physically accessible to the learner’s needs. • Incorporate hands on learning – explore concepts through manipulatives, sensory play, and real-world experiences. • Modified assessments to accommodate different physical abilities and sensory needs e.g. oral assessment • Modified resources and equipment (see subject specific QEDs) • Supportive technology tools e.g. assistive devices and apps that enable the child to control the computer or interact with education materials • Personalised learning goals • Alternative recording for children who struggle with fine motor – when writing isn’t the learning focus, use alternatives, e.g. verbally recorded on an iPad, use of laptop – word processed

In addition to the above, we also recognise that in each curriculum area specific adaptations may need to be made with regards to equipment/resources and learning structures. Please see individual subject QEDs for these subject specific adaptations.

Impact

IMPACT:

We expect that our long, medium and short term curriculum planning, combined with careful and deliberate classroom design for the delivery of and access to teaching and learning, will ensure that children are well equipped not only with the knowledge and skills expected for their age group, but with the ability to discuss, explain, apply and understand this learning through a wider variety of opportunities to revisit this learning. The further impact of this approach is that high value is placed on all children's individuality, independence and attitudes towards learning; that all children can take responsibility for their own learning and that all children have every opportunity to achieve and excel.

The impact for those children transitioning into Year 1 is an environment that starts off based on the same ethos and approach as the end of their previous year. Where from the outset they are able to continue to make at least good progress academically, emotionally, creatively, socially and physically. This in turn will be the same for those children moving into Year 2.

With the successful implementation of both an enriched, rounded and balanced curriculum within a well-structured, safe, active and challenging learning environment children will have every opportunity to develop the skills, knowledge and understanding that enable them to be successful learners. Children will be actively engaged in learning and their enjoyment of this learning will be apparent to all. When they leave us at the end of Year Two, all children will have experienced a rich and broad curriculum that provides, exciting and enriching learning experiences and opportunities to learn through effective classroom environment and lesson design, as well as through educational visits and hands on experiences. Children will be equipped to appreciate and understand the world around them, experiencing and learning about different cultures, music, dance, art and history. Children will be confident to actively ask questions about the world around them and their learning experiences and they will never fear making a mistake but instead see this as an opportunity to learn. Children will be able to make links with their learning develop their skills as they are able to use and apply skills learnt within their learning across the curriculum. Children will also be skilful at solving problems and they will have effectively developed their personal levels of resilience and independent learning skills. Children will be successful learners and fully prepared for the next stage of their education as they transition from Year Two to Year Three. We will also aim to help children to make sense of the world around them, to develop tolerance, compassion and an understanding of their rights and the rights of others in an ever-evolving world. Children at the end of Key Stage One will have developed essential knowledge and skills required for everyday life and lifelong learning.

Accurate and robust assessment is ensured through regular internal, inter-school and external moderation sessions and training. This upholds confidence in our assessment judgements and knowledge that this is consistent with a range of other schools. Assessment information incorporates day to day/week to week formative assessment and next step noting, as well as summative data on a termly basis. Leaders complete data analysis records to ensure that our children's progress is monitored carefully, the impact of actions are evaluated, and next steps are identified through pupil progress meetings. There is evidence across the whole curriculum in exercise books and topic folders and all teachers and staff can confidently talk about the children, where they are at in their learning and what their next steps should be. Marking and feedback as well as assessments are used to inform future planning and ensure that all children build on their current knowledge and skills at a good pace.

The impact of all of that we do is that our children have every chance to master the learning that they are engaged with, and this will ensure children are ready and fully prepared to continue their learning when they leave us to start Year Three in a Junior School where they will be:

- eloquent orators with strong communication skills. They will be able to talk fluently as well as listen respectfully and with tolerance to the views of others
- able to take responsibility for and pride in all that they do themselves, for and with others. Who take an aspirational approach to learning, seeking to find out more and to know more
- demonstrating self-regulation, emotional resilience and the ability to persevere when they encounter challenge whilst managing risks
- exercising their sense of self-awareness and become confident in their own abilities
- kind, respectful and honest, demonstrating inclusive attitudes and have a sense of their role in wider society.