Loughton School

Teaching and Learning Policy

2020

This policy links to the Blended Learning Policy 2020

Chapter 1

Vision and Values

Our vision is "Inspiring Children"

Our mission is to be the very best at educating the whole child. Holistic education means children learn the skills and knowledge they need, to be ready to move on in the journey of their education as lifelong learners. These include a broad curriculum, critical thinking skills, managing relationships, positive mental health and wellbeing strategies, social skills and manners, and respect for ourselves and others in the Loughton family.

Our values – this is how we implement our mission:

Loughton Immersive Learning is our exciting curriculum, which explains what and how we learn. We want children to be inspired, resilient, creative, respectful and independent learners through a hands-on, child-inspired learning journey.

Outstanding pastoral care is how we look after each other. We break down barriers to learning within our supportive, inclusive environment. We address any issues or concerns immediately so that teachers can teach and children can learn. There are only three school rules: be ready, be respectful and be safe.

To support our values, we have firm foundations:

Our school is a safe, happy and caring environment. Safeguarding is our highest priority. If children feel safe, they will be ready to learn. At Loughton School, you will see lots of happy smiling faces.

Our inspirational leadership and staff teams work effectively in collaboration with parents and children. They are constantly striving to improve their skills as lifelong learners, developing and reflecting on best practice.

We have high academic expectations, where we believe every child can achieve their potential and make excellent progress. We are ambitious and encourage our children to be ambitious too, whatever their starting point.

Chapter 2

"Loughton Immersive Learning" Vision Statement

The LIL (Loughton Immersive Learning) curriculum is designed to create successful learners and enable our children to be exceptionally well-prepared for the next stage of their life and education – emotionally, socially and academically.

We recognise that there is a responsibility on the part of all stakeholders – the governors, the school, the parents and the children - to develop well-rounded individuals. The environment in which a child learns at Loughton challenges the traditional view of the classroom, creating a sense of awe and wonder whilst facilitating immersive learning.

The Loughton Curriculum inspires all children to be lifelong learners. They will leave our community, ready for the next part of their learning journey, equipped with the following intertwined qualities:

Independent

Respectful

Inspired

Creative

Resilient
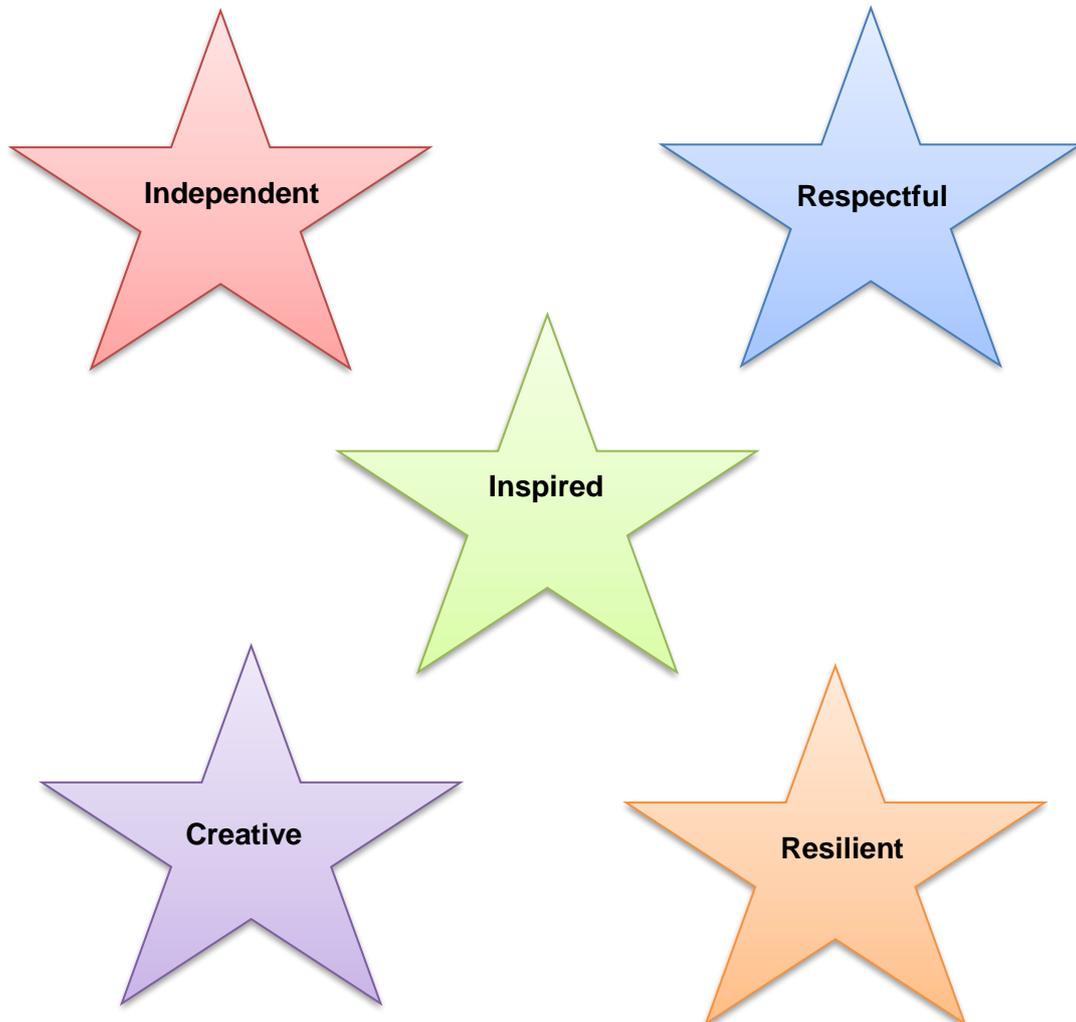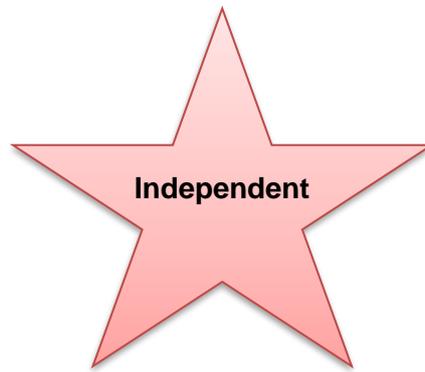
Independent

Our school culture centres upon encouraging children to become self-assured and responsible for their own learning. The school environment encourages all children to be independent thinkers with inquisitive minds. They will be enthusiastic and self-motivated about their learning and be reflective. Our curriculum will encourage initiative and equip children with the life skills for the next stage of their educational learning journey.

Children are involved in the evolution of the curriculum as each learning opportunity presents itself. The expectation is that our personalised curriculum provides opportunities for the children to actively find autonomous resolutions and develop their own lines of enquiry within their learning.

The curriculum encourages children to identify areas of their own learning that need improvement and be motivated to be their best self.

Respectful

Our Loughton family is rooted in mutual respect. The open culture actively promotes all areas of children's welfare. Our curriculum inspires the children's spiritual, moral, social and cultural development, allowing them to become thoughtful, caring and active members of the community.

Through a diverse and inclusive array of extra-curricular activities, the children have the opportunity to experience different situations that allow the development of social skills. Our many creative arts and sporting opportunities give children a further chance to embed their skills in new situations.

The curriculum is supported by our Student Voice, through which children are taught to present, debate and discuss the viewpoints of their peers in a considered way.

The children's learning is centred upon listening to and challenging the viewpoints, stereotypes and ideas of others in a safe and nurturing environment. Tolerance is fostered through the encouragement of individuality in an inclusive family. The children are guided to recognise healthy relationships, whilst maintaining their personal safety.

The curriculum empowers children to find their voice and opinions, believing that everyone is a valuable member of our family and the wider community.

Resilient

Our dedicated wellbeing curriculum supports the children in their lives and equips them with the tools to manage the impact of challenges on their emotions. By reinforcing positive mental health and self-image, children will be better equipped to deal with challenge and change.

We believe our curriculum inspires all children to meet their full potential. They are encouraged to have high expectations of themselves, understanding and believing that challenge and problem-solving is part of the learning process.

The curriculum encourages children to have a love of learning and develop critical thinking skills. When faced with a challenge, children will accept failure and view mistakes as part of the learning journey, using them as a tool for development.

Creative

Our Curriculum will encourage all to have a flexible, creative mindset.

Children are empowered to develop lines of enquiry about areas of personal interest. They have the opportunity to work on, and present, their own projects both in school and as part of their home learning.

Each theme is enriched with activities designed to enthuse and capture the children's curiosity.

The learning environments are carefully designed and created alongside children, to transport them to a time, place or event relevant to their learning. These learning environments will encourage deeper learning. The children will have the opportunity to contribute and shape the design of the learning environment as each theme evolves.

The curriculum encourages the children to develop a passion for learning about the world around them.

Chapter 3

Effective Teaching and Learning

The teacher is the key person in facilitating learning. They are responsible for the learning in the classroom and ensuring it is effective for all children. At Loughton, we believe that effective high quality first teaching is achieved when the teacher provides

- thorough preparation and planning
- shared learning objectives using 'I can statements' which are child friendly
- clear expectations of what children are expected to achieve by the end of the lesson and end of unit
- high expectations of children's learning
- high expectations of children's presentation
- the promotion of good learning behaviour from the children
- differentiated and personalised planning and resources for learning
- effective use of Learning Support Assistants
- an atmosphere where children are prepared to embrace risk and challenge
- appropriate pace
- lessons where children's understanding is developed through active, practical and first-hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- open-ended, thought provoking and challenging questioning of the children
- opportunities to review and reflect on the learning, where appropriate
- immediate feedback and constructive comments to further learning and understanding within the lesson

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. It is because of this that we use a range of teaching methods:

- investigation and problem solving
- whole class work
- watching film and responding to musical or recorded material
- research
- questioning
- debates, role plays and oral presentations
- group work
- use of ICT
- designing and making
- paired work
- fieldwork and visits to places of educational interest

- participation in physical activity
- independent work
- creative activities
- reflecting on what has been learned

Equal Opportunities

All children should have equal opportunities in all aspects of school life. Differentiated and personalised learning opportunities are developed during the planning process. Children who have been recognised to have special educational needs have targeted intervention to support their learning needs This intervention is reviewed regularly.

The role of Learning Support Assistants

Learning Support Assistants make a real difference to the quality of teaching and pupils' learning. They provide effective support for teachers, pupils and the whole school and are used in the following ways:

- to be punctual to support the children as they arrive at school
- to work in close partnership with the teacher who should plan for the LSAs role in the lesson and arrange for feedback on pupils' learning, attitude and behaviour
- to be the eyes and ears of the classroom and feedback to the teacher
- to carry out feedback marking, with teacher's guidance
- to carry out prescribed teaching, with teacher's guidance
- to take guided reading groups and hear individual readers
- to provide targeted support for pupils who have an Education Health Care Plan under the guidance of the class teacher, Teacher in Charge of SEND & the SENDCo
- to provide targeted 'keep up and catch up' intervention for small groups of pupils under the guidance of the class teacher, Teacher in Charge of SEND and SENDCo
- to support children in class by managing classroom activities whilst the class teacher works with targeted groups
- to support on educational visits
- to carry out administrative tasks and welfare duties

LSAs should receive planning for the lessons in which they are supporting, ideally before the lesson.

Involving parents

Parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about how their children:

- Holding parents' information meetings e.g. curriculum evenings, SATs meeting for Y6 (where possible).

- Holding parent consultation evenings to discuss progress and strategies for further improvement (where possible).
- Sending information to parents at the start of each term about the themes the children will be studying.
- Sharing upcoming school events and dates through the half-termly 'what's on this term' bulletins.
- Sharing information in letters sent via ParentMail.
- Keeping the website up to date with relevant information.
- Sending a mid-year report which focuses on targets for reading, writing and maths. It also focuses on each child's attitude and approach to school and learning.
- Sending an end of year school report in July. This outlines and celebrates the child's personal achievements during the year, how they are achieving relative to age related expectations and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers.
- Organise family open days and special events such as sports day (where possible).
- Use "Marvellous Me" to celebrate achievements.

Role of the parents

Parents have the responsibility to help their children and the school by supporting school policies. We would like parents to:

- ensure that their child has the best attendance possible. Holidays must be avoided during term time as these interrupt the child's progress and they miss important work and may fall behind.
- ensure their child and family adhere to the Covid-19 risk assessment.
- inform the school of any absence on the first day so that we know that they are safe at home (telephone answer phone available).
- ensure that their child arrives at school, on time, every day.
- ensure their child has had a good breakfast to start the day.
- ensure their child has had a good night's sleep.
- ensure their child lives a healthy and active lifestyle.
- ensure that their child is equipped for school with the correct uniform or PE kit.
- inform the school if there are matters outside school that are likely to affect a child's behaviour or performance at school
- promote a positive attitude towards the school and learning in general
- fulfil the requirements set out in the home/school agreement

Chapter 4

Reading

Guidance for the teaching, and assessment, of reading at Loughton School

Intent

The Loughton vision for reading moves beyond curriculum data expectations and intends to build reading resilience and develop every child as a lifelong reader. In order to do this, the curriculum expectations must be met, built upon and then mastered at a deeper level of understanding.

To achieve our vision, pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. As a school, we should do everything to promote wider reading. We provide library facilities, independent reading time and set ambitious expectations for reading at home[1]. (See reading opportunities at Loughton document)

Implementation

Within our quality first teaching, we will ensure that the National Curriculum statutory expectations are covered and some of the non-statutory guidance is explored to broaden our readers. We will develop both word reading and comprehension skills. Good comprehension draws from linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as through reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely, across both fiction and non-fiction, to develop knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to gain cross-curricular knowledge. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds[2].

Schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online[3]. As such the Key Stage 2 curriculum has been covered, according to our progression, by the end of Year 5. This allows for effective consolidation, and secondary preparation, during Year 6.

As a school, we have outlined the expectations for each of our year groups, whilst also acknowledging that children may join the school not having had a rich reading experience nor having met age related expectations. Our progression document ensures that teaching staff are equipped with the information to teach, and assess, to help children to make progress effectively and efficiently in reading.

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[1] DFE National Curriculum 2013, Page 10, accessed online
[2] DFE National Curriculum 2013, page 14, accessed online
[3] DFE National curriculum 2013, Page 16, accessed online

Practitioners will notice that there are vast similarities across the year groups. The progression of these skills will take place as the learners encounter a broad variety of texts. It is important to note that some descriptors have only slight nuance in variation and this is where skills will deepen from one-year group to the next.

At Loughton, we assess children's attainment by way of termly summative tests. Formative assessment will take place during each lesson. While it is important for practitioners to be aware of how they are moving each learner on, they do not need to formally record progression assessment unless a child has specific needs.

According to the Loughton Reading Skills Progression document, skills in each year group are coded. These codes must be used to annotate planning to ensure total, and explicit, coverage of the reading curriculum. This will be in the form of an overview at the beginning of each unit.

Impact
If, as practitioners, we plan for deep, robust and varied learning, progression and attainment will be exemplary.

Loughton whole-class guided reading

Non-negotiables

When reading aloud (this should happen every day in all lessons):

- Children must be encouraged to use their sounds to decode any tricky/unfamiliar words. Teachers must step in to support children with SEND needs.
- Children must be encouraged (and taught) to read with pace and fluency, taking punctuation and authorial intent into account.
- Children must be encouraged (and taught) to read with expression and intonation.
- Children must use rulers/lolly sticks to follow the text.
- Children to use highlighters to highlight key information in questions/the text (only on worksheets).

Structuring lessons:

- At least four lessons a week will be dedicated to the guided reading text. The other lesson will mostly be using the linked texts to facilitate children's love of reading through different activities, e.g. drama, art work, character descriptions etc. These texts will be listed on the overview. However, every so often you can choose a book of your choice to use or one that a child has suggested.
- Lessons will not always follow the same format. There will be times where you read the text as a whole class, there will be times where you read the text as the class teacher and there will be times where the children are encouraged to read as a table or individually.
- When a child has read aloud to the whole class or in a small group, they will receive a sticker to show they have done this. Throughout the week, all children should have a go at reading aloud. "I have read" sticker sheets created for each

new unit with a sticker section for each week. The teacher should also complete the teacher reading record sheet to indicate when a child reads out loud and build a picture of their comprehension and strengths or weaknesses linked to the Loughton characters. Sheets should be copied onto A3 paper and be accessible for both class teacher and LSAs.

Planning

Each lesson must be planned with a focus in mind (using the Loughton reading characters – Appendix 2). These skills link to the tests they will be taking.   The skills documents can be found in the Teaching and Learning policy which you have been given.

The focus/I can statements must be used to enforce your planning for guided reading. There are examples you could use on the Loughton reading characters' document (e.g. Explain: Why is the text arranged this way? What structure has been used?). Ask the reading team for advice on using this document.

As teachers, we need to be focusing on the skill we are teaching the children in guided reading sessions – this needs to be made clear in planning. Each skill has been given a code on the document so this needs to be added to the planning.

Personalisation is expected to cater for the needs of your class. For children working towards, this could be as simple as giving specific page numbers to locate answers, less questions expected be answered. For children working above age related expectations, further challenges will be set.

Lesson structure

- ✓ Before reading a new class text, explore the front cover and the blurb using the prediction skill. E.g. What can you see on the front cover? What do you think the book will be about? Why do you think this? Does the title give anything away to the reader? Do the illustrations give anything away to the reader? Children can then read the blurb to see if they can answer any of their predictions.
- ✓ Before reading a text with the children, ensure a vocabulary check is carried out for the chapter/extract being covered (if this isn't the focus of the lesson). This could be as simple as telling the children what certain words mean when they come across them in the text and writing them on flipchart paper for your washing line (this could be prewritten to save time within the lesson).
- ✓ When reading any text, the teacher must always start the reading to model the tone and style of the book. Children to then take over, either reading as a class, as a table or individually.
- ✓ The teacher will work with one group the whole lesson and will work with a different group on a daily basis.

An example of how whole-class guided reading might look for the week

Monday	Tuesday	Wednesday	Thursday	Friday
Predict	**Vocabulary**	**Infer**	**Retrieve**	**Explain**
Skill: I can make plausible predictions based on my knowledge from a text.	*Skill: I can explain the meaning of words in context*	*Skill: I can infer meaning using evidence from the text*	*Skill: I can use text marking (highlighting) to retrieve information from a text*	*Skill: I can explain how a character is presented in different ways.*
Children to make predictions of the story based on the front cover. These predictions could be answered when reading the blurb.	**Introduce children to tricky vocabulary before the lesson. Questions to link to vocab in the text:** Example questions: Which words/phrases describe how the children felt about moving to the countryside? p1 Find a phrase or word in the text that shows the wardrobe was peculiar. p3	**Children to reread chapter independently/in groups if necessary. Focus on central character Edmund. Model using evidence to infer.** Example questions: What is Edmund's relationship with his family like? Use evidence from the text. p4 How can you tell that Lucy's attitude towards the house has changed? p8	**Read chapter 2 in groups, teacher to focus on one particular group. Ensure children are clear on roles. Model highlighting important parts of the question and looking for key information in the text using highlighters.** Example questions: What does the faun ask Lucy if she is? What is the faun's name? What place is Lucy in? What does Mr Tumnus offer Lucy for tea? Where does Mr Tumnus live? Why is Mr Faun crying? Why must they keep quiet in the forest?	Drama **Children to act out the scene where Mr Tumnus leads Lucy to his house, freeze framing his thoughts to explain the reasons for his actions. Drama/freeze frame activity.** Example activity: Photograph children with thought bubbles. Children to write a sentence to explain how and why the character has been presented this way.

Class reading books

Each class will have their own set of reading books for the children to access for their daily reading. The books are all age appropriate texts for the year group but colour banded within the set (red being the lowest set, yellow being the middle band and green being more challenging). The colour bands are for teacher guidance only as all children should be allowed access to the full range of books.

These books will be rotated across the year group at several points during the year in order that children have access to the greatest range of books possible.

The reading lead will regularly monitor and check the quality and relevance of books and replacements should be budgeted for on a yearly basis.

Home school reading

Each child has a home school reading journal which should go home and be in school on a daily basis. The purpose of this is for the child to record their reading and their comments / thoughts about each book. It is also a place for parents to sign to say that they have read with the child or discussed reading books with the child. If a child has four adult signatures in the space of one week they receive a raffle ticket. Raffle tickets are drawn every half term and the winning child from each class will get to choose a book.

Termly challenges are to be set by each year group to be completed at home. One raffle ticket will be awarded each time a child proves that they have completed a challenge from the sheet. The proof could take the form of a picture / photograph, a book review, a character or setting description, a prediction made part way through followed by the actual next part, a paragraph explaining the favourite part, saddest part, twist in the plot etc.

See reading appendix 1.

Chapter 5

Writing

Intent

Our vision at Loughton School is for our children to explore a wide variety of genres of both fiction and non-fiction writing whilst learning via our immersive curriculum. Writing will take place across the full range of lessons so that children build their writing stamina, learn to edit their work and are able to proof-read effectively. We believe that all children should develop their own style and have the courage to use their imagination and creativity to publish well-presented pieces that they can take pride in.

Implementation

Across the school, English lessons are planned to run alongside the theme being taught. A broad and rich variety of texts will be read and used as stimuli, to enable children to be enthused and inspired.

While children are writing, teachers will use a range of methods to gauge progress and encourage self-assessment:
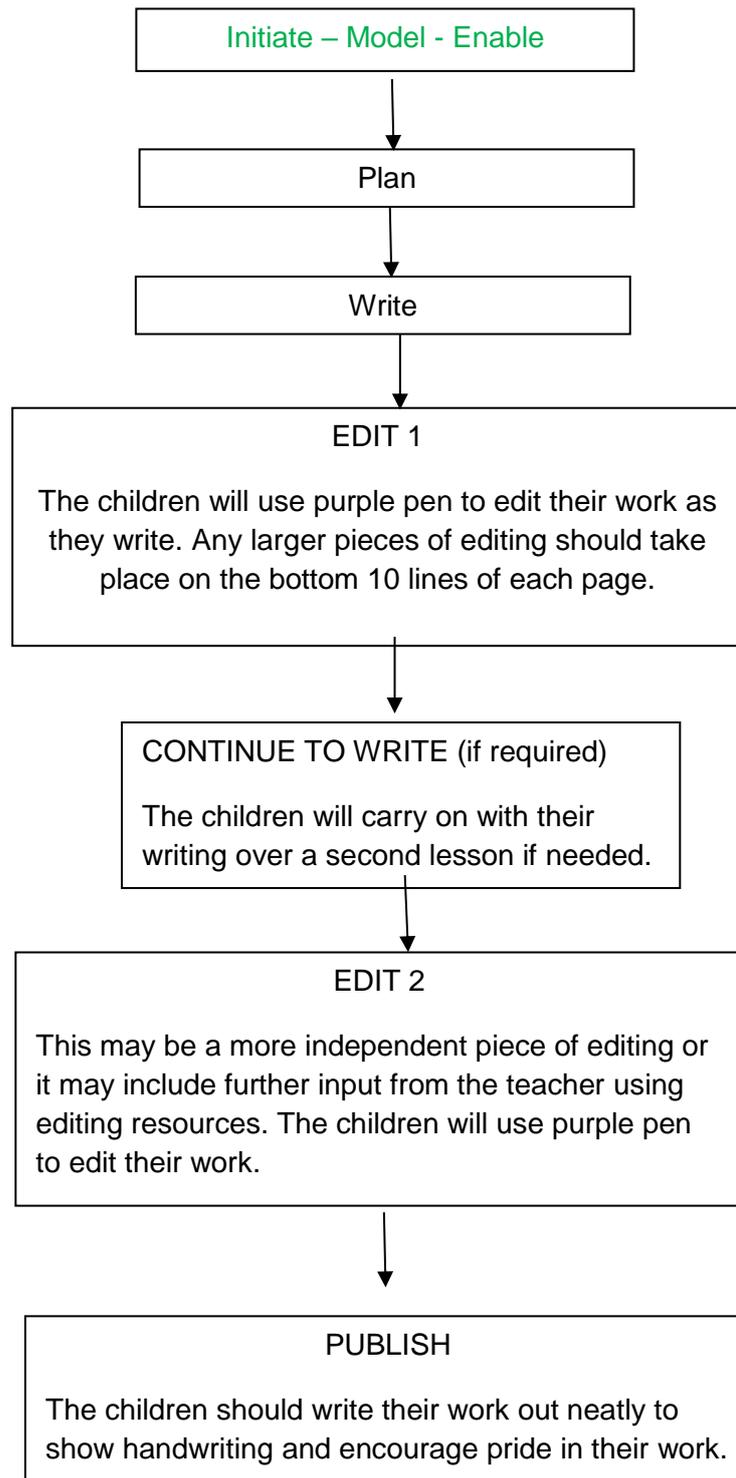
- over the shoulder marking. Staff will have brief discussions about grammar and spelling while moving around the class.
- individual consultation. Where children require more in-depth assistance with a particular language or grammatical feature, teachers will explain and help the child with their work, on a 1-1 basis.
- self-assessment. All children will develop a good knowledge of English punctuation, spelling and grammar so that they are able to choose from a range of available resources to proof read and edit their own work to show improvement.

Children are encouraged to use joined handwriting across the school and each year group teaches spelling on a weekly basis so that there is a firm foundation for the teaching of writing.

Impact

We have high expectations that all children will take pride in the writing that they produce across the whole curriculum. Their writing stamina and fluency will grow as they mature, leaving year 6 with the skills required for the next stage of their educational journey.

LOUGHTON SCHOOL WRITING PROCESS

Initiate – Model - Enable

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Plan

↓

Write

↓

EDIT 1

The children will use purple pen to edit their work as they write. Any larger pieces of editing should take place on the bottom 10 lines of each page.

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CONTINUE TO WRITE (if required)

The children will carry on with their writing over a second lesson if needed.

↓

EDIT 2

This may be a more independent piece of editing or it may include further input from the teacher using editing resources. The children will use purple pen to edit their work.

↓

PUBLISH

The children should write their work out neatly to show handwriting and encourage pride in their work.

Use of the Writing Rainbow resources

All classrooms have access to a large poster of the Writing Rainbow produced by Jane Considine (The Training Space) and one set of the Writing Rainbow icons which should be used in planning and modelling during each unit of writing.

Each writing unit should include a series of lessons which demonstrate the art of writing to the children, where they see excellent examples of modelled writing and are given the opportunity to practise their own writing before the independent assessed write. It is vital that the genre of the text to be written forms the basis of the planning and that the subject matter of the model is also relevant to the theme being taught.

Each of these lessons should include three learning chunks which practise specific language from the Writing Rainbow. Each chunk should include time for the children to share ideas and listen to ideas from the teacher (initiate) whilst making notes in their books. They should then see a model sentence and discuss how it fits the success criteria (model). Finally, the children should have about 7-8 minutes of writing where they silently practise independently using the vocabulary in their books and on the board (enable). All of these learning chunks should fit together as a sentence stack which is displayed on a board in the classroom. This should remain visible until after the independent write.
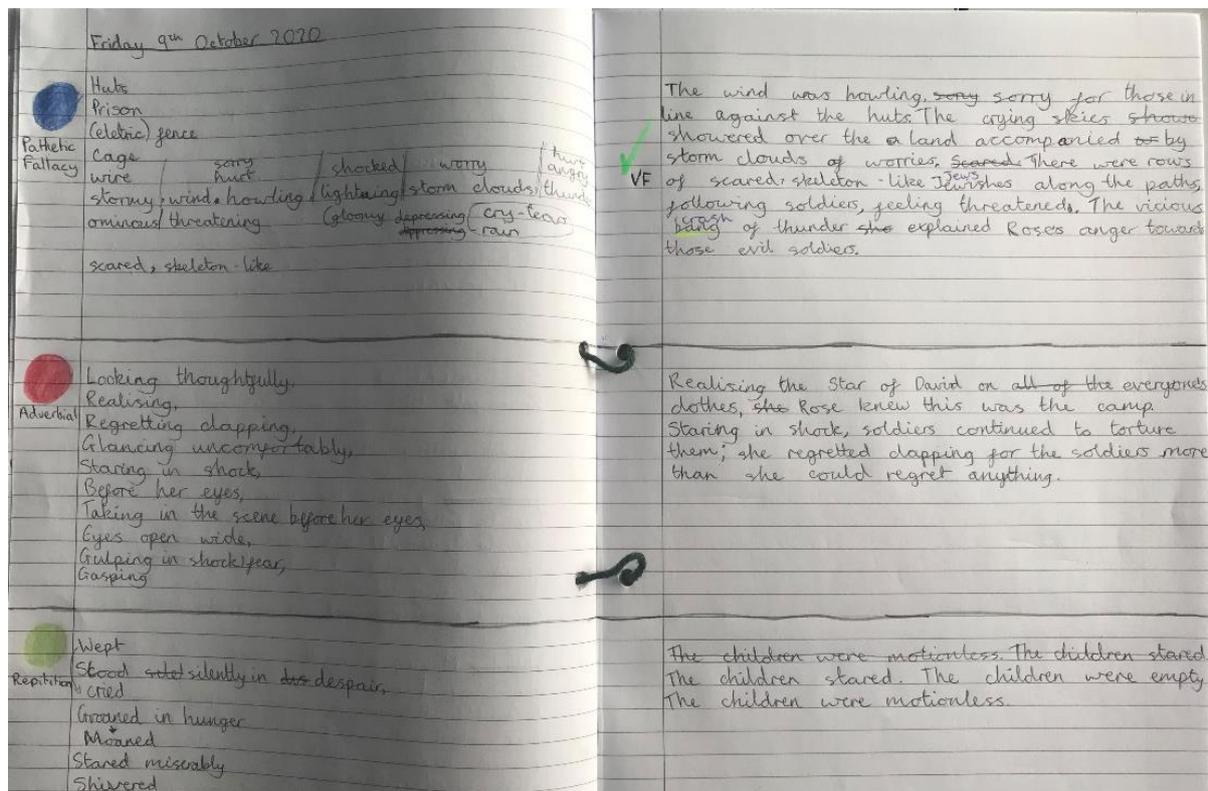
Feedback in writing lessons

In English, where possible, feedback should be instant and should show impact on the child's writing. Teachers should use the following marking colours:
<mark style="background-color:#00ff00">Green</mark> highlighting should be used to show areas of strength.
<mark style="background-color:yellow">Yellow</mark> highlighting should be used to show areas that need to be improved. The children must be given time in the lesson to improve these areas using purple pen.

In addition, use the following codes.
VF - Indicate over the shoulder marking (verbal feedback) by the class teacher or LSA. This can be used to indicate to a child that sentence needs up levelling or signal some punctuation is missing.
Purple pen should be used by the children to make any edits to their work. These edits should be made at the bottom of the page.
Sp x 3 should be used at the bottom of the page to show that a child needs to practise spelling a key word.
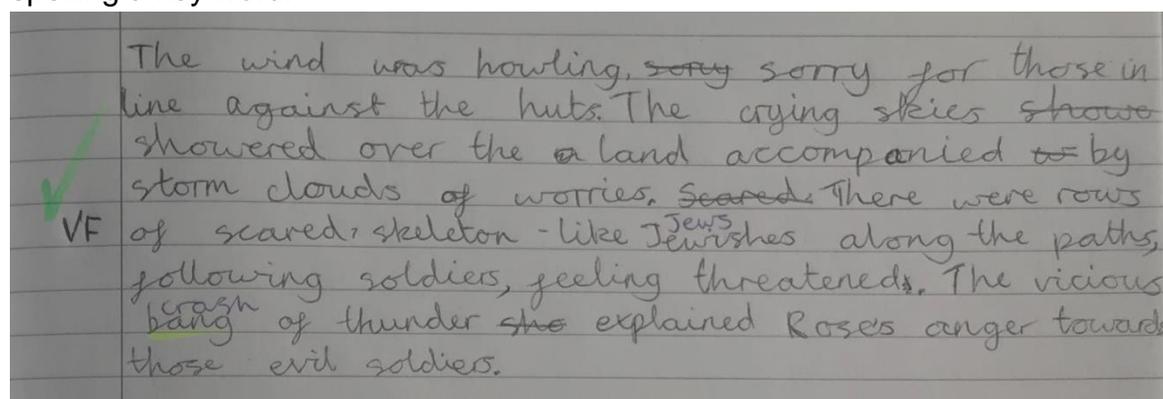
In this example, a green tick shows excellent use of language or achievement of the success criteria for that learning chunk. VF shows verbal feedback of the use of Jews rather than Jewishes by the teacher and the yellow highlight has been corrected in purple pen from bang to crash independently by the child without assistance.

At the end of a piece of work, teachers or LSAs may write a FEW words of praise to the child about their writing. They may also use stamps and stickers as a form of praise as well.

Teachers may also write codes in the margins of the work for their own use when assessing the child's piece of work. This is not compulsory.

Individual targets

In English, children should be set one main personalised target that works alongside the non-negotiables which we use in our assessment. Children should be able to refer to this as they are writing so it could be on a book mark or a post-it note.

Self-marking

Children should be encouraged to edit their own work during the writing process. The children need to refer to the success criteria given to them with their planning sheet. This should include a range of tools, grammar points and techniques from the "Writing Rainbow". Children MUST use purple pen to complete any editing work.

Peer-marking

Children should be encouraged during the writing process to edit their peers' work. The children need to refer to the success criteria given to them with their planning sheet and should not write in the books. Time should be given for the children to discuss this together.

Writing assessments for Year 3, 4 & 5

Children working below these standards will use pre-key stage materials. Year 6 will use the national standards to assess the children.

Year 3 objectives	Capital letter	Full stops	Question marks	Exclamation marks	Commas for lists	Apostrophes for contraction (with correct spelling)	Co-ordinating conjunctions and, but, or, so	Subordinating conjunctions because, when,	Using cohesive devices Using pronouns (Rita loves playing the guitar. She finds it interesting.)	Inverted commas Beginning to use speech marks to demarcate spoken word	Ideas, content and vocabulary appropriate to text type	Some elaboration of basic information or events, using adjectives, prepositions or adverbs	Use verb tenses correctly	Handwriting should be: - sitting on the line - the same size - letters need to be formed correctly	Spellings from year 3 scheme

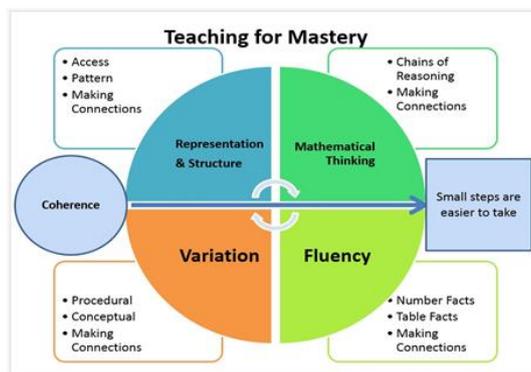| Year 4 objectives	Non-negotiables	Apostrophes for possession (singular and plural nouns)	Commas for clarity Must be able to use a fronted adverbial and a clause	Inverted Commas All correct punctuation used for direct speech.	Parenthesis Add extra information to a sentence using brackets	Using a range of co-ordinating and subordinating conjunctions (for, nor, yet) (if, before, although, while, as, even though, afterwards)	Paragraphs Starting to organise ideas in paragraphs and link using cohesive devices (Adverbials of time and place)	Ideas, content and vocabulary chosen appropriate to text type.	some ideas and material developed in detail, e.g. descriptions elaborated by adverbial and expanded noun phrases	Writing shows a range of sentence structures and lengths (e.g. fronted adverbials, compound and complex sentences)	Handwriting should be: - sitting on the line - the same size - letters need to be formed correctly - some letters should be joined	spellings from year 4 scheme
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Year 5 objectives	Non-negotiables	Hyphens	Modal Verbs (can, could, may, might, should, shall, may, will, would)	Passive Voice (The boy was attacked by the snake. Instead of – The snake attacked the boy)	Parenthesis Using pairs of dashes or commas for parenthesis	Create atmosphere Describe the settings, character & atmosphere	Paragraphs Using paragraphs to organise ideas (e.g. using a range of cohesive devices – pronouns, adverbials etc.)	Showing awareness of audience by using appropriate style and vocabulary.	Using dialogue to convey character	Main purpose of writing is clear and consistently maintained (e.g. persuasion/complaint)	Features of text type clearly established	Vocabulary chosen for effect. Wide vocabulary used.	Handwriting should be: - sitting on the line - the same size - letters need to be formed correctly - some letters should be joined	Spellings from Year 5 scheme
	CL FS ? ! ,,, AfC													

Chapter 6

Maths

At Loughton school, **we believe that every child can achieve in mathematics**. We use Power Maths as a coherent tool to allow children to revisit prior learning, build upon knowledge and ensure every child has a deep understanding within each mathematical concept. **We want every child to leave Loughton school enjoying maths, developing a set of mathematical skills that they can build upon in their future education.**

Big Ideas

Fluency:	Representation and structure:	
- Daily Power ups - Rolling numbers - All children have TT Rockstar access - Year 4 multiplication test - Number of the week and shape of the week.	A common misconception is that resources are used to support the 'low ability'. At Loughton school we use resources with <u>all children, across each class and in each year group</u> to expose the structure of the mathematics. - In our Power Maths file on the R drive there is a resource list for each year group. We may have most of these resources in school however there are some we may not yet have. It is your responsibility to check which resources are needed prior to the term of teaching. If there are any resources that we have not these can be ordered if Charlie knows with enough notice. - Bar models should be seen throughout lessons to expose the common structures of mathematics. - As the planning is now reduced it is essential that you are prepared for each lesson which includes ensuring the resources suggested are readily available for all children. - Pictorial representations are also seen throughout the Power Maths planning and there are several examples on the revised calculation policy.	
Variation: - Variation is displayed between the examples of questioning in the practice books. - Another place to look is the Shanghai practice book who highlight a particular concept by varying the non-essential features. These books are available in the maths cupboard.	**Mathematical thinking:** Carefully planned questioning to enable children to reason: These are featured throughout the Power Maths teacher guide.	**Coherence:** - Each Power Maths lesson is focused on one key learning point in depth. - The learning has been planned out into careful steps. - Sometimes you might feel that it seems like a

		big jump in learning because the lessons are designed to build explicitly from the year group before, this is where you need to adapt the planning and revisit prior knowledge where appropriate.
	• Adults ask children to explain, convince, draw diagrams or use manipulatives to illustrate an idea, strategy, reason and conjecture as a natural part of all activity within the mathematics classroom.	

Mixed ability seating:
- At Loughton we expect the children to be sat in mixed ability places which are carefully planned out to allow children to share ideas and strategies.
- Exceptions for small groups can be made in discussion with SLT, year leader or maths lead.

Speaking in full sentences:
- We expect the children to answer in full sentences 'I think the answer is ____ because.'
This moves the emphasis away from a performance culture, where we are merely looking for the answer, to a culture that allows for exploration and deep mathematical understanding of the process to get to an answer.

Stem Sentences:
- These should still be planned into the lessons to expose the key structure or concept. There are examples of these on the calculation policy.
- These are not always on Power Maths but the calculation policy offers many examples. Please ask maths lead for support if needed.

Precise mathematical language:
- As used in the Power Maths books and shown in the calculation policy.
- Teachers should be modelling this.
- Children should be encouraged to use precise mathematical language across all year groups.

Teaching for Mastery at Loughton

Loughton School have invested in Power Maths as a tool to support Teaching for Mastery.

What is Power maths? Power maths is a DFE Government approved scheme to support the teaching for mastery. It is aligned to match the National Curriculum (2014) and is a whole-class resource to empower every child to understand and succeed.

What does Power maths look like at Loughton?
- Daily rolling numbers for each year group. This can be done outside of the maths lesson.
  (Year 3: 2, 5, 10 (recap Year 2) then 3, 4, and 8s)
  (Years 4, 5 and 6: all time tables to be practiced up to 12x)

Delivery of a Power maths lesson at Loughton:

Power up: (5 minutes)
- 5-minute activity available online, which supports the fluency of key number facts.
- There is a direct link to this if you open the textbook online for your lesson and then click on the lightning logo it will open the power up activity for that lesson.
- Be flexible and change these to support key concepts within the lesson or to plug gaps that may have arisen for your class. This includes revisiting previous year groups to close gaps or practice skills.

Discover 10 minutes
- Practical real-life problem to arouse curiosity. Children find the maths through story-telling.
- A real-life scenario is provided for the discover section, these can be adapted to suit your class or to make specific links to current themes, for example the Romans.
- This is a chance to discuss the problem, explore language and discuss possible approaches or representations that can be used.
- At Loughton, we would like to see the questions from the Teachers Guide asked to targeted children. Planning should show the names of children who will be targeted.

Share 10 minutes
- Teacher led, interactive session, follows the discover activity and highlights the variety of methods that can be used to solve a single problem.
- Share children's methods they have thought about/used during the discover stage.
- The teacher guide gives you specific questions to use with the children to enhance their understanding of the concept. There is also an online toolkit that provides interactive structures and representations to link concrete and pictorial to abstract concepts.

Think together 10 minutes
- Children work in groups on the carpet or at tables using the activities from the textbooks – these can be made into a guided practice sheet; children can access them from the slide directly on to whiteboards or they can be opened as e-textbooks on an iPad.
- Use the teacher guide to model question 1 for your class.
- Question 2 is less structured. Children will need to think in their groups or pairs and discuss the method or solutions as a class.

- Questions 3 and 4 (no. 4 often a challenge) children try to work independently. This enhances depth of their understanding.

Practice 15 minutes
- All children have their own practice books and will use these independently to practice the concept that has been taught.
- T and LSA to circulate and over shoulder mark during the lesson to check understanding. (See below for maths feedback).

Assessment
- Each lesson should be Ragged (green, yellow or red dot, neatly in the corner of the page). We presume that every child has understood the lesson (green dot) and use evidence from the LSA; knowledge of the child's ability during the discover, share and think together; along with the work produced in their book to make a judgement whether they have understood the concept within the lesson.
- To be able to track the children over time, a weekly template of assessment slips are to be completed after each lesson to explicitly show children who have not yet understood the concept. These are to be stored in a maths file. This will help to identify whether there are repeatedly children who are not accessing the lessons. This will be discussed at pupil progress meetings.

Learning objective: Add and subtract lengths		
Names of children	John Paul Joe	Rebecca (absent)

- Half termly Power Maths assessment are to be completed in Years 3 – 5. Times of these are planned in the long-term overview. In Year 6, the children will use the Mock SATS then Power Maths assessments where teachers feel it is appropriate. The maths representative from each year group is to ensure this is completed on time and assessments are printed. Results from these tests are to be recorded on the spreadsheets in the assessment file (R drive). Finally, a gap analysis needs to be completed by adding the scores on the Power Maths website (CM will show this at a staff meeting).
- Strengthen activities are in the teacher guide and should be used for children who have not fully understood the concept. T or LSA can use these during the practice part or as interventions. Maths LSAs have this as a performance management target to familiarise themselves with the strengthen activities but it is T responsibility to make this available.
- One hard copy of the teacher guide is to be readily available in a shared area so LSAs can photocopy what they need for the week.

Reflect 5 minutes
- Unpicks misconceptions
- Allows for assessment
- The reflect task is in the practice books.

Teaching for mastery ping pong approach:
Lessons should be adapted to meet the needs of your individual children and class. For some lessons you may need to break down the different methods and introduce part A of the discover; move on to the Share; then Think Together and possibly the first question in the practice book, coming back to part B before repeating the cycle. This will not be part of every lesson; however, it is important that lessons are broken down into their different cognitive needs. Children should not feel overloaded by teaching many methods at once without having the chance to independently practice the skills.

Personalisation:
- In the teacher guide and website there are specific activities for depth and strengthening. These should be being used as a reflection of assessment from the previous lesson or your knowledge of the child.
- Challenge/ Dive Deeper – there are specific challenges in the think together and independent practice. Closely looking at the teacher guide there are suggestions for depth throughout.
- Strengthen activities – for children who are struggling to understand the concepts. This can be used during the LSA interventions or during the lesson.

Feedback Marking *(Adapted from the NCETM Marking and Evidence Guidance for Primary Mathematics Teaching, 2016)*

- Use a range of Teacher, LSA, peer, whole class and self-assessing (with an answer sheet) strategies to:

Green answers that are correct

Yellow answer that are incorrect.

Every question should be individually marked with either green or yellow.

- Teachers should overlook each child's work daily.
- Children should be encouraged to edit any mistakes with a purple pen Time in the day should explicitly allow for this – could be morning work.
- If a child makes an error it needs to be determined whether this is due to a misunderstanding of the concept or a misconception in which case they should be offered intervention during LSA time slots.
- General misconceptions should be unpicked at the beginning of the next lesson.
- Next step marking is not needed as the next step should be the next lesson.
- LSAs to comment in red pen or initial when they have worked with a child.

Planning:

The teacher guide is a wonderful tool so teachers should spend time looking over it and familiarising themselves with what is has to offer. This is the planning – it just needs personalising for your year group and class needs.

- Annotations should be seen on teacher guides each week to show this personalisation has been completed (post it notes or personal notebooks should

be used as these teacher guides will stay with the class). Adapted lesson slides are another way.

- Do not write on the teacher guides.
- A long-term plan has been created by the maths lead in conjunction with a member of each year team to ensure full coverage throughout the year. This must be kept to by all staff and assessments completed when shown on the plan.

Examples of annotation:

- Names of children who struggled during the last lesson and details of the approaches you are going to use to support them, such as the strengthen activities.
- Focus children from either vulnerable groups or children who you are focusing on to ensure they are making enough progress.
- Evidence of adapting the planning for your class needs, maybe showing one method instead of two or using a different resource to reinforce the concept.
- Misconceptions that will be covered at the beginning of the next lesson.

Role of the LSA:
- Support with marking and formative assessment within the lesson.
- Use assessment sheet and or make notes about children's understanding.
- Working with some children who may be struggling with the concept within and out of the lesson.
- Working with children to deepen their learning either in or out of the lesson.
- Managing low level behaviour.

Chapter 7

The Wider Curriculum

Intent for our curriculum

Our aim is that children leave our Loughton School family as successful learners, exceptionally well prepared for the next stage of their life and education – emotionally, socially and academically. They will move onto their chosen secondary school embodying our values of being **independent, respectful, creative** and **resilient** citizens but most of all **inspired** for the next part of their learning journey and to make their own way in the world. See our 'Loughton Immersive Learning statement' for more detail on our intent and our values.

The environment in which a child learns at Loughton challenges the traditional view of the classroom, creating a sense of awe and wonder whilst facilitating immersive learning.

We recognise that there is a responsibility on the part of all stakeholders – the governors, the school, the parents and the children - to develop well-rounded individuals. As such, we value and promote the opportunity for our governors, parents and carers and members of the local community to come into school as part of our Loughton family.

Implementing our curriculum

Our immersive curriculum prepares children for life in modern Britain. We teach a broad and balanced range of subjects incorporating the National Curriculum: English, mathematics, science, computing, history, geography, design technology, art and design, music, PE, languages, religious education and PSHE (Personal, Social and Health Education) are taught to all pupils. Whilst maths, PE, languages and PSHE are taught discreetly, we used a theme-based approach to incorporate the other subjects.

At Loughton, we promote British Values, SMSC (Spiritual, Moral, Social and Cultural development), fairness and equality through our PSHE curriculum, our assembly schedules and through a supportive, inclusive culture across the school.

Long-term and medium-term plans of the integrated curriculum, created by senior leaders, are in place to ensure continuity, progression and coverage within a year group, across a key stage and across the whole school. Maths is taught daily through 'Power Maths' a DfE approved mastery programme. English (including reading, writing, grammar, spelling and handwriting) is taught daily as an integral part of the immersive curriculum.

We recognise national priorities and strategies whilst delivering a curriculum that is tailored to the needs of children in our school, always remembering that in education the most important factor are the teachers delivering it – so we strive for excellent quality first teaching by recruiting, developing and retaining the best.

Our carefully-planned schemes of works are structured into a sequence of lessons so that in each new topic, new term or new school year, the children are building on previous knowledge. When teachers are planning the delivery of their lessons, they personalise learning for all children, including the most disadvantaged.

Where possible, all children are immersed into each new theme with a hands-on practical experience. This could be a visit to Whipsnade Zoo as part of the year 3 unit on 'Amazing Animals' or a visit to the recycling centre as part of the year 5 unit on 'Reduce, Reuse, Recycle'. We also provide WOW days at school to involve our parents and the local community, whether that is at our year 4 Roman battle or to witness year 5 burning the boat on the Viking day. Through this, the children are provided with rich and exciting opportunities to fully embed their learning. Any home learning in addition to reading or maths fluency is project-based to enhance the knowledge learned in lessons and planned to ensure quality, challenge and progression.

Enrichment is key to developing aspects of the National Curriculum. Parents and carers are invited to see the school in operation and join in with their children's learning during our successful termly open days and events such as our whole school STEM week or art-themed activities. *Due to Covid-19 these parent visits on site may be unachievable this year.*

Residential trips are offered in years 5 and 6. Currently, we run 3 residentials each year including a local visit to Caldecotte, and trips further afield to Kingswood Activity Centre and Germany.

Teachers assess any knowledge acquisition through ongoing formative teacher assessment. End of term tests are given in the subjects of reading and maths to inform the end of year summative assessment.

The impact of our curriculum

We know our immersive curriculum has had a positive impact as children tell us they love their learning and speak enthusiastically about the different experiences and opportunities they have. They talk to our governors with great interest about the curriculum and when they write a reflection for their end of year report, they mention a wide variety of the topics they have studied with real passion. Their verbal and written responses are collected and reviewed at the end of each year so that we can continue to improve the curriculum provision.

Teachers have high expectations of all children and are able to provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved through the use of a range of assessment opportunities. Next year, we plan to include regular moderation opportunities so that not just our senior leaders but all of our teachers can moderate both within and across year teams. We also intend to complete 'Deep Dives' in all subject areas so we can track and monitor the learning taking place in these subjects.

Our half termly 'exploring teaching and learning' days allow governors, senior leaders and middle managers such as our subject leaders and our SENDCo to observe teaching and learning across a range of subjects, talk to children and look at their recent work. This type of monitoring shows that children are active in their learning, they are able to apply learning across different subjects and can think flexibly and creatively.

Personalised planning shows that staff consider how to personalise the learning and provide an appropriate level of support and challenge to all pupils. Ongoing assessments and analysis of internal testing provide staff with an accurate overview in order to close gaps in learning.

Overall, the impact of our curriculum is seen in the quality of work, feedback from our parents and the community and in the pride the children have in themselves and their school.

Chapter 8

Assessment

At Loughton School, we believe that all children should be treated as individuals when planning for, marking and assessing their work. Therefore, in 2017, we moved away from the APP system of assessing 6 children in depth and using this to give other children levels. We are now assessing all children in depth.

By assessing children as individuals, we have found that gaps in learning become more apparent and these can then be addressed in the next unit of work or through intervention. As a senior leadership team, we acknowledge this is more time consuming for our staff and therefore we are dedicating some directed time to this every week to try and support a work-life balance.

These guidelines have been written so all staff have a full understanding of how the assessment system works and what the expectations of each year group are. In some cases, there are different guidelines for each year group and each subject.

Staff are expected to keep their writing assessment folder up-to-date at all times. There is an expectation that staff will use this folder to inform their planning and intervention and adapt it for individual children so they can achieve their full potential. Folders will be monitored by the Teaching and Learning team at various points throughout each term. This folder is an important tool as it shows progress from unit to unit.

Staff are expected to keep their maths and foundation subject assessments on insight up-to-date at all times. There is an expectation that staff will use insight to inform their planning and intervention and adapt for individual children so they can achieve their full potential. This will be monitored by the Teaching and Learning team at various points throughout each term. Insight is used is an important tool as it shows progress from unit to unit.

Staff are expected to share any maths and reading assessment data from half termly or termly tests with the Assessment Lead so that these can be put onto insight to provide a summative assessment.

Staff are expected to use the reading skills documents throughout reading lessons to provide a formative assessment to be used alongside the termly summative assessments.

Insight (our online data tracking system) will be used to track progress and attainment over a term, the current academic year and over the period the child is at Loughton School. Data will be input at designated times in the year and everyone will be expected to use the same dates. This will help to analyse progress and attainment on a termly basis.

Reading

Reading assessments – Year 3, 4 and 5

- NFER tests will be used at the end of each term during the assessment week that is set by SLT. These are to be sat under test conditions to prepare the children for SATs in year 6.
- Children should not have anything read to them unless this has been agreed by the Assessment Lead.
- All children will sit the test unless this has been agreed by the Assessment Lead.
- The raw score and standardised score will be input onto Insight by the class teacher (or an LSA who has been trained to do this). Children will only be awarded GDS if they gain this in the test. This mirrors the year 6 SATs tests.
- An LSA can be used to input the children's question analysis onto the NFER website so teachers and support staff can see the gaps in learning quickly.
- Teachers should use the NFER test to inform the planning of the next whole class guided reading unit they will be completing.
- Teachers should also be using the reading skills document for their year group to inform planning and intervention needed.
- The children's tests should be kept in the teacher's cupboard. The Assessment Lead may wish to see these tests to complete an in-depth analysis at any point during the year.

Reading assessments – Year 6

- Year 6 will complete a mock SAT (past paper) in October and January. These will be under SATs conditions to get the children used to the tests in May.
- All children will sit the tests. This will then inform who may be dis-applied in May.
- Another test may be sat in April if there is a concern with the progress of the children in the year group. This decision will be made by the assessment lead and Year 6 team.
- The raw scores and standardised scores will be added to Insight by the class teachers (or an LSA who has been trained to do so).
- Teachers should use the mock SAT test to inform the planning of the next whole class guided reading unit they will be completing.
- The children's tests should be kept in the teacher's cupboard.

Writing

Writing assessments – Year 3, 4 and 5

- All teachers will use the Loughton School writing assessment tool to track the children in their class.
- Each year the 'flightpath' will be photocopied onto the appropriate coloured paper.
  Year 3   White
  Year 4   Pink
  Year 5   Green
  Year 6   Blue
- The assessment folder needs to be organised in alphabetical order and the child's full name should be on every assessment grid.

- Assessments will be completed at the end of each writing unit to inform the planning of the next unit being taught.
- The piece of writing and date should be written down the side of the sheet so that it is clear which piece has been assessed.
- Writing assessment pieces should be decided by year teams at the start of the term in consultation with the Writing Champion. There should be a range of genres being assessed. There should be a piece of fiction writing in each term.
- If a child is absent for an assessed piece of writing, another piece can be used. It should be documented that the child was absent on the assessment sheet.
- There should be 4 pieces of assessed writing per term.
- Teachers will be expected to use the previous year's data to determine where to start assessing the children in September.
- There will be some children still working at pre-key stage. These children need to be tracked using the relevant Loughton School writing assessment tool. This should be in consultation with the SENDCo and Assessment Lead.
- In the summer term, more pieces may be assessed if it is felt necessary to do so.
- Teachers should use the following colours to show the different terms. Pens have been supplied for staff to use so they do not have to buy their own.

Term	Coloured pen
Autumn 1	Blue
Autumn 2	Pink
Spring 1	Green
Spring 2	Orange
Summer 1	Black
Summer 2	Purple

- Where it states that a range should be used, teachers must use annotations on the assessment sheet to show the example they have found (e.g. and, but – co-ordinating conjunctions)

- At the end of each term, the data will be added to Insight using the following codes

Colour of code	What this means
Red	There is no evidence of the child using this objective.
Orange	There is some evidence of the child using this objective. This could be with support as well. (1-3 times over the year)
Green	The child is secure with this objective and is using it consistently in most of their writing. (4+ times)

- Books and assessment sheets will be moderated throughout the year by members of the Teaching and Learning team.
- It is good practice for part of a team meeting to be dedicated to moderation within the team. (once a half term)
- There will be dedicated time given in staff meetings and INSET days for cross year group moderation.

- There will be a staff meeting dedicated to data input at the end of each term.
- Once the data is on the system, a summative assessment will be made for each child. The Assessment Lead's decision on this is final. The assessment is determined by the percentage of secured E/M/D. This has been described below.

Grade boundaries for BLW, WTS, EXS & GDS

Year 3, 4 and 5

BLW	Below 10%
WTS	11% - 69%
EXS	70% and above
GDS	This will be decided by the Writing Champion and the Assessment Lead. The child's work will be read and compared to others across the year group.

- Children working significantly below their year group expectations will be assessed using the pre-key stage assessment tool.

Writing assessments – Year 6

- All teachers will use our Loughton School writing assessment tool to track the children in their class.
- Each year the assessment tool will be photocopied onto coloured paper.
- This will be completed at the end of each writing unit to inform the planning of the next unit being taught.
- The piece of writing and date should be written down the side of the sheet, so it is clear which piece has been assessed.
- Writing assessment pieces should be decided at the start of the term by the year team in consultation with the Writing Champion. There should be a range of genres being assessed. There should be a piece of fiction writing in each term.
- During the autumn term, the children will need to be assessed on WTS and EXS sheets. Once the WTS sheet has been signed off, the class teacher can then focus on EXS and GDS sheets only.
- If a child is absent for an assessed piece of writing, another piece can be used. It should be documented that the child was absent on the assessment sheet.
- There should be 4 pieces of assessed writing per term.
- Leading up to the teaching assessment hand in date, more pieces may be assessed if it is felt necessary to do so.
- Teachers should use the following colours to show the different terms. Pens have been supplied for staff to use so they do not have to buy their own.

Term	Coloured pen
Autumn 1	Blue
Autumn 2	Pink
Spring 1	Green
Spring 2	Orange

| Summer 1 | Black |
| Summer 2 | Purple |

- Teachers need to make sure that their annotations, or any codes they use, are clear.
- Teachers must say if the child has described a setting, character or atmosphere (WTS & EXS objectives)
- Teachers must say if the child has used a co-ordinating or subordinating conjunction (WTS objectives)
- Teachers must list the punctuation that has been used (WTS and EXS objectives)
- At the end of each term, the data will be added to Insight using the following codes

Colour of code	What this means
Red	There is no evidence of the child using this objective.
Orange	There is some evidence of the child using this objective. This could be with support as well. (1-2 times over the year)
Green	The child is secure with this objective and is using it consistently in the majority of their writing. (3+ times)

- Books and assessment sheets will be moderated throughout the year by members of the Teaching and Learning team.
- It is good practice for part of a team meeting (once a half term) to be dedicated to moderation within the team.
- There will be dedicated time given in staff meetings and INSET days for cross year group moderation.
- There will be a staff meeting dedicated to data input at the end of each term. Staff will be trained on how to input the data on the system.
- Once the data is on the system, a summative assessment will be made for each child. The assessment is determined by the percentage of secured E/M/D.
- Final assessments for year 6 will be discussed with the class teacher and Assessment Lead before being submitted as official teacher assessments on the NCA tools website.

Maths

Maths assessments – Year 3, 4 & 5

- In years 3, 4 & 5, we will use the half-termly tests produced by Power Maths. The results from these tests will be recorded on Insight.
- At the end of the year, the children will complete the end of year assessment. This alongside the other tests they have completed will provide the children with their end of year grade. GDS will only be given if a child scores this in the test. This mirrors what happens at the end of year 6 with SATs.
- Class teachers will be expected to keep a maths journal on each child. This will have the relevant statements linked to the learning taking place throughout the

year. The class teachers will be expected to colour code the statements while they are marking their books. Red = absent or not understood
Orange = not fully secure
Green = secure
This journal will be used to inform future planning and intervention that a child may need to become secure within this area.

Maths assessments – Year 6

- Year 6 will complete a mock SAT (past paper) in October and January. These will be under SATs conditions to get the children used to the tests in May.
- All children will sit the tests. This will then inform who may be dis-applied in May.
- Another test may be sat in April if there is a concern with the progress of the children in the year group. This decision will be made by the Assessment Lead and Year 6 team.
- The raw scores and standardised scores will be added to Insight by the class teachers or an LSA who has been trained to do so.
- Teachers should use the mock SAT test to inform the planning of the next units they will be completing.
- The children's tests should be kept in the teacher's cupboard.

Foundation subjects

- Foundation subjects will be assessed against 'I can…' statements at the end of each unit. Below is an example.

The children will be assessed against the following I can… statements for the relevant foundation areas. The children will either be deemed to be working at below year 3, working towards year 3, at year 3 or above year 3.

I can statement…	RAGB
Geography	
• I can name and locate the world's 7 continents and 5 oceans (Revision from KS1).	
• I can locate the Equator, Arctic Circle and Antarctic Circle.	
• I can describe aspects of physical geography using the correct language.	
• I can describe aspects of human geography using the correct language.	
• I can name and locate countries and cities I am learning about.	
• I can locate human and physical characteristics in the countries I am learning about.	
• I can use 8 compass directions	

- The data will then be input onto Insight.

- Parents will receive their child's foundation assessments at the end of the year as part of the annual report.
- Art, Music, Dance, Drama, Languages and PE/Games will be assessed by the HLTA who teaches that subject unless a teacher teaches their own PE/Games.
- These may be collected for moderation at the end of each term by a member of the Teaching and Learning team.

Chapter 9

Monitoring and Evaluating

At Loughton, we believe that to be a successful school, we must take responsibility for our own improvement through self-evaluation. We believe that this process of monitoring and evaluation involves a range of strategies to enable us to set targets that raise standards and improve the quality of teaching and learning.

Purpose

We will monitor and evaluate because it will enable us to form judgements about the school's provision and to act on these to raise standards.

Monitoring and evaluation will

- ensure that we meet the vision, aims and commitments of the school
- inform the school's Self-Evaluation i.e. identify strengths and weaknesses in the quality of the education our children receive
- raise standards in the quality of the school's provision
- promote high quality teaching and learning
- check our performance against set, measurable targets
- inform the School Development Plan, the school Self Evaluation Form, Performance Management and Staff Development
- ensure that all children receive their entitlement to a broad and balanced curriculum
- ensure continuity and progression within and between year groups
- ensure that children have a positive attitude towards their work and that behaviour is good
- ensure children progress and develop
- ensure that school policies are observed and followed

Principles

Systems and procedures for monitoring should

- involve the Senior Leadership Team, the Teaching and Learning team, subject leads, staff and governors
- lead to action
- identify priorities that lead to school improvement
- have a focus on staff development
- foster a spirit of development/coaching rather than criticism
- have a strong focus on pupil learning, development and achievement
- ensure that everyone is clear about their role and understand the process
- celebrate success

What we will monitor

- Teaching and learning and how effective teachers are in meeting the requirements of the Teaching Standards alongside any performance management targets

- Teaching and learning and how effective we are in meeting the requirement of the Teaching and Learning Policy
- Standards of work
- The learning environment
- The safety of the children in our care
- Attitudes, motivation and behaviour of the children
- The aims of the school and how we are achieving them
- The curriculum, assessment, recording and reporting

Monitoring

Monitoring is the on-going process of gathering data.

- Exploring Teaching and Learning days
- Questioning children about
  - their recent learning and next steps
  - their attitude to learning and motivation
  - their ability to work cooperatively or independently depending on task
- Sampling of children's work to assess
  - standards
  - progress
  - presentation
  - match planning with work to ensure continuity across the year group
  - assess feedback impacting on children's learning
- Subject specific 'deep dives'
- The Learning Environment (See Agreed ways of working document)
- Daily routines (See Agreed ways of working document)
- Moderating Assessment of pupils' attainment and progress:
  - Use of teacher assessments in writing and maths
  - Use of termly tests in reading and maths
  - Use of end of year test in maths
  - Tracking year on year progress
  - Use of Insight
- Focused Governor visits into school

Evaluation

Evaluation is the analysis of the monitoring of data in order to form judgements of the school's strengths, weaknesses and effectiveness. The Teaching and Learning group and Governors will evaluate

- overall effectiveness of the school
- quality of education (Intent, Implementation and Impact)
- behaviour and attitudes
- personal development
- leadership and management
- what makes Loughton School special

The findings will be reported and used to inform the School Self-Evaluation Form (SEF), School Development Plan (SDP), Performance Management and Staff Development.

Planning Process

Monitoring and Evaluation for the academic year is planned termly through action plans based on the key areas of the Ofsted framework, the SEF and SDP. Governor visits are driven by the Governor Visits Policy.

Appropriate feedback, whether individual, year group or whole staff is key to the process of school improvement. The results of Monitoring and Evaluation will be reviewed, and decisions made to ensure improvement. Accumulated findings by the end of the academic year will inform the next SDP.

Reporting

The reporting of monitoring and evaluation initiatives will include

- feedback meetings
- reporting to/from Governors
- reviewed action plans
- reviewed SEF
- reviewed SDP
- an annual report by the Teaching and Learning team

"Exploring Teaching and Learning Days"

At Loughton School we recognise that lesson observations can be a daunting experience for teachers. We also recognise that some teachers do not teach well under pressure which can cause their wellbeing to suffer. It is because of this we have decided to change the way we approach lesson observations. We have adopted the following model in agreement with stakeholders - a year group will be observed over a morning, afternoon or day. These will be called 'Exploring Teaching and Learning days.

These ETL days will normally replace 1-to-1 lesson observation by senior team members, unless there is a specific need for this (e.g. fact-finding, lesson studies, extra support, NQT, capability etc). This is because we believe our staff develop better by being part of a holistic learning process, rather than feeling that they are being 'done to' by observation.

In the reviews, aspects of strength (What Works Well or WWW) and areas for development (Even Better If or EBI) are identified as a year team. These aspects are shared with the year team within 48 hours, Teaching and Learning Group (T&L) and Governing Board (GB). Individual feedback is given via a monitoring and evaluation sheet within 48 hours. This is then shared with the line manager to feed into performance management reviews. The basis for this work comes from the Challenge Partners model, coupled with good practice researched and developed with other schools in our School Partnership Programme.

ETL days will take place once each half term, in each year group with the exception of summer term 2. All classes and groups will be seen by the ETL team on each occasion.

However, it is envisaged that the total amount of time that a single member of staff is observed will not be more than if they had three 1-to-1 lesson observations during a year.

Year teams will be informed of their initial ETL day in each term. The other ETL days may occur without notice. This will enable the ETL team to see the year group running in 'everyday' mode, as opposed to always set up specifically for their visit. We believe this will give us a true reflection of the school.

ETL days will consist of lesson drop-ins, looking at work of support staff including HLTAs and SCTAs, intervention groups, book looks, data analysis, learning environment evaluation, speaking to children and feedback to staff. Whilst these activities take place across the school without an ETL, the plan is that there will be a better concentration of these activities for one day.

The ETL team will vary depending on availability and focus. Generally, at least two members of the senior leadership team will be part of each ETL team. Additionally, guest members of each ETL may take part, including middle leaders, subject leaders, governors and visiting staff from other schools. Non-professionals will not be able to make a judgement of the quality of teaching, learning and assessment, but will be able to give their view on how the year group is working. The ETL system is designed to develop staff professionally in school improvement activities. However, no more than 2 members of the team would be in each classroom looking at a lesson at a time.

The ETL team will meet before the day's sessions to look at trails and pathways to explore. This will be based on information brought along by members of the senior team, and discussions held with the year leader previously. Generally, the ETL team will work in pairs or threes in their activities, to allow an aspect of quality assurance and prevent overt bias.

In each activity, members of the team will take notes; these may be general but should include WWW and EBI points. At the end of each activity, members of the ETL team will list their WWW and EBI points at the ETL base. At regular intervals during the day the ETL team will meet to pull together their ideas and develop their trails.

At the end of the day, there will be a set of WWW and EBI. These will be collated and produced as an open report. Individuals should not be specifically identifiable as this report will be available to the governing board, as well as the T&L team and the rest of the specific year group. Any specific aspects regarding individual members of the year group team should be fed back on an individual face-to-face basis by a member of the ETL team who is a qualified teacher on the payroll of the school, within 48 hours verbally, and within 5 days in writing. Each teacher will also have their own written feedback document so they can share this at performance management meetings as evidence.

Any safeguarding, or health and safety issues, must be dealt with at the time, and reported in the school way.

The use of external members and governors of each team will allow us to quality assure the process. The headteacher, as executive quality assurance lead, should not take part on every ETL, but should instead conduct a QA review to ensure good practice throughout on at least 2 occasions.

Chapter 10

Homework

Homework is anything that children do outside the normal school day which contributes to their learning in response to guidance from the school, parents and the children themselves.

We are mindful that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. Our policy and practice therefore recognise the need for the children to have time to be children!

School is responsible for setting homework appropriate to the child's age;
Parents are responsible for providing their child with time, space, encouragement and support with any homework they have including hearing their child read and assisting in the learning of times tables and spellings;
Pupils are responsible for undertaking any homework set and remembering to take home and return to school all books and equipment needed to undertake their homework.

Rationale

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 2011 White Paper, 'The importance of teaching', where homework was 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly, therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. At Loughton we acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We believe children develop their skills, interests and talents to the full when parents encourage them to make maximum use of the experiences and opportunities that are available outside school.

Aims and Objectives

At Loughton we believe that a strong partnership between school and home is at the heart of successful education. Regular, well-planned homework can

- help pupils develop the skills of independent learning such as the self-discipline needed to study on their own and to prepare them for the requirements of secondary education;
- promote a partnership between home and school in supporting each child's learning;
- provide educational experiences not possible in school;
- consolidate and reinforce learning done in school and allow children to practise skills taught in lessons;

- help children develop good work habits for the future;
- provide a contact for pupil / parent interaction;
- help parents gain an insight into their child's schoolwork;
- enable work to be personalised to the interest of individual children.

Types of Homework

We believe that children who regularly read to and with parents/carers benefit by gaining confidence and fluency as readers. There is an expectation on parents to hear their child read frequently at home to practise the skills of reading taught in school. A home-school reading journal is provided for each child to record what they are reading which is checked by the teacher. Indeed, the government's Homework Guidelines states that:
"All primary school age children should either read to their parents or carers, listen to them reading or, if they are fluent readers, read on their own for at least 10 to 20 minutes a day." [paragraph 20, page 9]

Children will be set spelling and maths fluency work in rotation. We believe sound knowledge of number facts, including times tables, underpins future success in mathematics. Where the homework involves learning spellings and/or tables the checking of this may take the form of a test.

Children are also set half termly projects which will link to a current or future topic. The homework will usually be based on their theme lessons allowing children to research and be inspired by the topic enabling them to start with knowledge and questions to investigate further. These homework projects will be celebrated e.g. such as sharing with their peers and teacher in class, being displayed in shared areas or commented on in year group celebration assemblies.

At Loughton School, we provide a range of homework that is appropriate to the age of the child. As the children progress through the school, they will benefit from a wider range of tasks that enable them to prepare for entry to secondary school.

Amount of Homework

Year 3, 4 and 5
In year 3 we expect the children to be reading at home for at least 15 minutes every day. This should be recorded in their reading journals.
They will receive spelling or maths fluency homework weekly, alternating between each.
A termly project will be set based on the theme of that term.
A passport promoting wider opportunities will be set at the beginning of the academic year and monitored by the class teacher at least half termly.

Year 6
Autumn term
In year 6 we expect the children to be reading every day at home for a least 15 minutes. This should be recorded in their reading journals.
They will receive arithmetic homework every week.
They will receive SPaG or maths homework weekly, alternating between each.
A termly project will be set based on the theme of that term.

A passport promoting wider opportunities will be set at the beginning of the academic year and monitored by the class teacher at least half termly.

Spring term and summer 1 until SATs tests
They will receive arithmetic, SPaG and maths homework every week. This is to prepare them for the SATs tests they will take in May
There is still the expectation for all children to be reading daily.

Summer term after SATs tests
There will be homework set to get the children secondary school ready.

Activity Passports - (reference - https://www.gov.uk/government/news/activity-passport-to-inspire-schoolchildren-and-boost-resilience)

The Activity passport was launched by the Education Secretary in 2018 and revised in 2019 to 'encourage more family time and help build children's character and resilience'. Her vision was 'for every child to have the opportunity to enjoy new and varied experiences, no matter their background'. She focused on 4 key areas:
Drive and tenacity;
Sticking at the task in hand;
Understanding how to work towards long term goals when reward might be a long way off in the future;
and being able to pick yourself up and bounce back from life's challenges.

As a school we have gone through the passport suggested by the DfE and tailored it to each year group. You can find the passports on the school website. At the start of each academic year, each child will be given a passport to complete for the year ahead. These will be monitored termly by the class teachers.

Pupils with Special Educational Needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

The Role of Parents and carers

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set including hearing their child read and assisting in the learning of tables and spellings. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

Reading appendix 1

Pre-Key Stage 1 Framework (as opposed to the 2018/2019 onward)

English language comprehension and reading[4]
Using the English language and reading comprehension pre-key stage standards
• The four standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English language comprehension and reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.

• As stated on page 3, teachers should assess each individual pupil based on their own method of communication, and disregard statements which a pupil is physically unable to access.

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[4] DfE National Curriculum Assessments, Pre-Key Stage 1: pupils working below the national curriculum assessment standard, Accessible online

Standard 1
Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): • indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)…?' • show anticipation about what is going to happen (e.g. by turning the page) • join in with some actions or repeat some words, rhymes and phrases when prompted.

Standard 2
Word reading1 The pupil can: • say a single sound for 10+ graphemes • read words by blending sounds with known graphemes, with help from their teacher. **Language comprehension** In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): • demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' • join in with predictable phrases or refrains. 1 At Standard 2 only, teachers can consider the small number of pupils who can read words as 'sight words' to have met the word reading statements.

Standard 3
Word reading The pupil can: • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes. Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): • respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects).

Standard 4
Word reading The pupil can: • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words* • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): • talk about events in the story and link them to their own experiences **• retell some of the story.** * Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

End of Key Stage 1 Framework for 2018/2019 onward
English reading[5]
Using the English reading framework
• The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.

• The evidence informing a teacher's judgement must include the statutory end-of-key stage 1 English reading test, which does not focus solely on the key aspects in this framework but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that pupils have met certain statements.

Working towards the expected standard
The pupil can: • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • read many common exception words* In a book closely matched to the GPCs as above, the pupil can: • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. In a familiar book that is read to them, the pupil can: • answer questions in discussion with the teacher and make simple inferences.
Working at the expected standard
The pupil can: • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words* In age-appropriate1 books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2 • sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read.
Working at greater depth within the expected standard
The pupil can, in a book they are reading independently: • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read.

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[5] DfE National Curriculum Assessments, 2018/2019 Teacher Assessment Framework at the end of key stage 1, Accessible online

Year 3 Reading Skills Progression Aim: All children should participate in discussion about books that are read to them and those they can read themselves, taking turns and listening to what others say.	Assessment code	Loughton Lenses
Word Reading	**3WR**	Teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.
I can read all KS1 first 100 and 200 high frequency words on sight.	3WR1	
I can independently use a range of strategies whilst reading to decode words: visual, structural and meaning prompts.	3WR2	
I can take note of punctuation in longer sentences to help keep track. Recognises the need to change tone for inverted commas (" ") in dialogue	3WR3	
I can use expression and intonation when reading.	3WR4	
I can self-check *E.g. repetition for clarity, varying phoneme choice, breaks word down into smaller parts and self-awareness when reading, attempting to match what they decode to words they've heard but may not have seen in print.*	3WR5	
Comprehension	**3C**	
Apply reading skills for different purposes		
I can identify why I am reading	**3C1**	**N/A**
Give/explain meaning of words in context		
I can find and copy a synonym or antonym	3C2	RETRIEVE
I can match an identified word in a sentence to the correct definition	3C3	EXPLAIN
I can use a dictionary to look up the meaning of a word	3C4	EXPLAIN
Identify/explain how meaning is enhanced through choice of words and phrases		
I can explore potential meanings of ambitious vocabulary (WOW Words) read in context (using knowledge of etymology (the word origin), morphology (structure- the 'root' word plus prefix /suffix), or the context.	3C5	EXPLAIN
I can identify how an author builds narrative to capture reader's interest and imagination.	3C6	CHOICE
I can identify how the author uses words or phrases to create imagery.	3C7	CHOICE
Retrieve and record information/ identify key details from fiction and non-fiction		
I can locate information by skimming *(for a general impression)* and scanning *(to locate specific information)*	3C8	RETRIEVE
I can use text marking to retrieve information or ideas from texts *(e.g. highlighting, notes in the margin).*	3C9	RETRIEVE
I can quote from the text to answer a retrieval question	3C10	RETRIEVE
Make inferences from the text - explain and justify inferences with reference to the text		
I can explain how and why main characters act in certain ways in a story or why events happen. *What in the text tells you…?*	3C11	INTERPRET
Uses quotes from the text to justify their inferences	3C12	INTERPRET
Predict what might happen from details stated or implied		
I can make plausible predictions based on knowledge from text	3C14	INTERPRET
I can justify predictions with a quote from the text	3C15	INTERPRET
Summarise main ideas from more than one paragraph		
I can explain what the topic of the paragraph is about	3C16	INTERPRET
I can order events in a text referring back to the text to support this	3C17	RETRIEVE
I can answer true or false statements about the text	3C18	INTERPRET
Identify/explain how information/narrative content is related and contributes to meaning as a whole		
I can comment on the presentation of a text e.g. title is large- to grab your attention, bold -glossary, draw reader's attention to it,	3C19	INTERPRET
I can comment on, in fiction, how the beginning and ending of the story are similar or linked and why paragraphs are used	3C20	CHOICE
I can identify features of texts non-fiction studied. *sub headings, title, headline, diagram etc.*	3C21	RETRIEVE
I can match quotes to the feature of a narrative that it appears in *setting, action etc.*	3C22	INTERPRET
Make comparisons within the text		
I can identify the differences between a wider range of non-fiction text types	3C23	INTERPRET

I can recognise how a character is presented in different ways and use references from the text.	3C24	INTERPRET
I can identify themes and conventions in texts and makes comparisons between texts.	3C25	INTERPRET
I can identify different forms of poetry *Free verse and narrative poetry*	3C26	INTERPRET

Year 4 Reading Skills Progression Aim: All children should participate in discussion about books that are read to them and those they can read themselves, taking turns and listening to what others say.	Assessment code	Loughton Lenses
Word Reading	**4WR**	Teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.
I can read all of the Year 3/4 English Appendix 1: Spelling words on sight.	4WR1	
I can independently use a range of strategies whilst reading to decode words: visual, structural and meaning prompts.	4WR2	
I can read aloud with pace, fluency and expression, taking punctuation and authorial intent into account	4WR3	
I can use expression and intonation when reading.	4WR5	
I can self-check E.g. repetition for clarity, varying phoneme choice, breaks word down into smaller parts and self-awareness when reading, attempting to match what they decode to words they've heard but may not have seen in print.	4WR6	
Comprehension	**4C**	
Apply reading skills for different purposes		
I can identify why I am reading	4C1	N/A
Give/explain meaning of words in context		
I can find and copy a synonym or antonym	4C2	RETRIEVE
I can match an identified word in a sentence to the correct definition	4C3	EXPLAIN
I can use a dictionary to look up the meaning of a word	4C4	EXPLAIN
Identify/explain how meaning is enhanced through choice of words and phrases		
I can explore the meanings of ambitious words and phrases read in context Children will use knowledge of etymology (the word origin), morphology (structure- the 'root' word plus prefix /suffix), or the context.	4C5	EXPLAIN
I can identify how an author builds narrative to capture reader's interest and imagination.	4C6	CHOICE
I can identify how the author uses words or phrases to create imagery and atmosphere E.g. powerful verbs, adjectives and adverbs	4C7	CHOICE
Retrieve and record information/ identify key details from fiction and non-fiction		
I can locate information by skimming (for a general impression) and scanning (to locate specific information)	4C8	RETRIEVE
I can use text marking to retrieve information or ideas from texts (e.g. highlighting, notes in the margin).	4C9	RETRIEVE
I can quote from the text to answer a retrieval question for a three-part answer.	4C10	RETRIEVE
Make inferences from the text - explain and justify inferences with reference to the text		
Can identify and explain different characters' points of view What in the text tells you …	4C11	INTERPRET
I can make inferences to interpret meaning and/or explain what characters are thinking, feeling and the way they act. The child may use evidence from action, dialogue and description	4C12	INTERPRET
I can infer meaning, using evidence from the text and wider experiences.	4C13	INTERPRET
Predict what might happen from details stated or implied		
I can make plausible predictions based on knowledge from text	4C14	INTERPRET
I can justify predictions with a quote from the text	4C15	INTERPRET
Summarise main ideas from more than one paragraph		
I can explain what the topic of the paragraph is.	4C16	INTERPRET
I can order events in a text referring back to the text to support this	4C17	RETRIEVE
I can answer true or false statements about the text	4C18	INTERPRET
Identify/explain how information/narrative content is related and contributes to meaning as a whole		
I can identify the point of view from which a story is told and how it affects the reader's response.	4C19	CHOICE
I can discuss how an author builds character E.g. through dialogue, action and description	4C20	
I can use knowledge of text structure to locate information efficiently	4C21	INTERPRET

E.g. use appropriate heading and subheading in non-fiction and paragraphs and chapters in fiction.		
I can compare the structure of different stories to discover how they differ. E.g. in pace, build up, sequence, complexity and resolution.	4C22	CHOICE
I can identify features of texts non-fiction studied. sub headings, title, headline, diagram etc.	4C23	RETRIEVE
I can identify the ways in which paragraphs are linked. E.g. use of adverbials and pronouns for character continuity	4C24	INTERPRET
Make comparisons within the text		
I can identify the differences between a wider range of non-fiction text types	4C25	INTERPRET
I can identify and explain the difference between a fact and an opinion	4C26	INTERPRET
I can recognise how a character is presented in different ways and use references from the text.	4C27	INTERPRET
I can identify themes and conventions in texts and makes comparisons between texts	4C28	INTERPRET
I can identify different forms of poetry Free verse and narrative poetry	4C29	INTERPRET
Year 5 Reading Skills Progression <u>Aim:</u> All children should participate in discussion about books that are read to them and those they can read themselves, taking turns and listening to what others say. When teachers are reading with or to pupils, attention should be paid to new vocabulary meaning and pronunciation.	**Assessment code**	**Loughton Lenses**
Word Reading	**5WR**	Teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.
I can read all of the Year 5/6 English Appendix 1: Spelling words on sight.	5WR1	
I can independently use a range of strategies whilst reading to decode words: visual, structural and meaning prompts.	5WR2	
I can read aloud with pace, fluency and expression, taking punctuation and authorial intent into account	5WR3	
I can use expression and intonation when reading.	5WR4	
I can self-check E.g. repetition for clarity, varying phoneme choice, breaks word down into smaller parts and self-awareness when reading, attempting to match what they decode to words they've heard but may not have seen in print.	5WR5	
Comprehension	**5C**	
Apply reading skills for different purposes		
I can identify why I am reading	5C1	**N/A**
Give/explain meaning of words in context		
I can find and copy words or phrases with similar and opposite meanings.	5C2	EXPLAIN
I can match an identified word or phrase in a sentence to the correct definition	5C3	EXPLAIN
I can use a dictionary to identify the meaning of a word in context Where more than one meaning can be correct for a word	5C4	EXPLAIN
I can explain the function of ARE punctuation in writing	5C5	EXPLAIN
Identify/explain how meaning is enhanced through choice of words and phrases		
I can discuss the difference between literal and figurative language	5C6	INTERPRET
I can identify how an author builds narrative to capture reader's interest and imagination.	5C7	CHOICE
I can identify how the author uses words or phrases to create imagery and atmosphere E.g. powerful verbs, adjectives and adverbs	5C8	CHOICE
Retrieve and record information/ identify key details from fiction and non-fiction		
I can skim and scan fiction and non-fiction texts at speed to answer questions This will include research questions	5C9	RETRIEVE
I can use text marking to retrieve information or ideas from texts E.g. highlighting, notes in the margin	5C10	RETRIEVE
I can quote from the text to answer a retrieval question for a three part answer.	5C11	RETRIEVE
Make inferences from the text - explain and justify inferences with reference to the text		
I can make basic inferences and identify the correct meaning	5C12	INTERPRET

E.g. As the sun rose means it is morning		
I can reference the text to support inferences made.	5C13	INTERPRET
I can answer questions that refer to the text E.g. According to the text… type questions	5C14	INTERPRET
Predict what might happen from details stated or implied		
I can make plausible predictions based on knowledge from text and implied meaning	5C15	INTERPRET
I can reference the text to support predictions and opinions.	5C16	INTERPRET
I can justify predictions with a quote from the text This will include using Point-Evidence (PE) model	5C17	INTERPRET
Summarise main ideas from more than one paragraph		
I can summarise succinctly the topic of a paragraph and how it links in the text.	5C18	INTERPRET
I can order events in a text referring back to the text to support this.	5C19	RETRIEVE
I can answer true or false statements about the text.	5C20	INTERPRET
Identify/explain how information/narrative content is related and contributes to meaning as a whole		
I can identify the point of view from which a story is told and how it affects the reader's response.	5C21	CHOICE
I can discuss the effect figurative and literal language has on the reader.	5C22	INTERPRET
I can explain how structural devices are used to present information in fiction and non-fiction texts E.g. depth of information in non-fiction and plot structure such as flashbacks in fiction	5C23	INTERPRET
I can evaluate how messages, moods, feelings and attitudes are conveyed in all text types. Attention should be given to poetry, prose and non-fiction	5C24	CHOICE
I can recognise the use of irony and sarcasm and explain its intent	5C25	CHOICE
I can identify the ways in which paragraphs are linked. E.g. use of adverbials and pronouns for character continuity	5C26	INTERPRET
Make comparisons within the text		
I can identify the point of view of a text and comment of the impact on the reader.	5C27	INTERPRET
I can identify and discuss implicit and explicit points of view in appropriate texts.	5C28	INTERPRET
I can comment on the success of texts in provoking particular responses.	5C29	CHOICE

	Assessment code	Loughton Lenses
Year 6 Reading Skills Progression Aim: All children should participate in discussion about books that are read to them and those they can read themselves, taking turns and listening to what others say. When teachers are reading with or to pupils, attention should be paid to new vocabulary meaning and pronunciation.		
Word Reading	**6WR**	
Children in Year 6 should continue to consolidate the word reading skills they have acquired during this Key Stage. Children still unable to decode simple and complex phonemes appropriate to their age (with a reading age two years or more below actual age), should receive tailored and intense intervention to close the gap before leaving primary school.		
Comprehension	**5C**	
During Year 6, children should continue to consolidate the skills developed across the Key Stage, with particular focus on those skills taught in Year 5. Where children's comprehension skills are identified as two years or more below age related expectation, tailored and intense intervention should be implemented to close the gap before leaving primary school. As well as developing the skills identified by the National Curriculum as being essential, we as a school also understand the value of ensuring our readers are secondary ready. As such, the following skills should be taught in reading in Year 6.		
Apply reading skills for different purposes		
I can identify why I am reading.	6C1	**N/A**
Choose appropriate medium for reading		

I can choose the correct source of information for the purpose I am reading. .(i.e. a book, online, newspaper etc.)	6C2	**N/A**
Develop scholarship in reading		
I can be critical of the information I read	6C3	**N/A**
I can justify my opinion of a text I have interacted with.	6C4	**N/A**
I can further my knowledge and understanding through reading a range of texts.	6C5	**N/A**

Reading Appendix 2

Violet

Violet can use her knowledge
of vocabulary to find and
explain the meaning of words

Immi

Immi can make and justify
inferences using evidence from the
text

Pax

Pax can predict what might
happen from the details
given and implied

Emily

Emily can explain content, context, meaning, themes and patterns across texts

Rocket

Rocket can retrieve information and identify key details from fiction and non-fiction

Sam

Sam can summarise the main ideas from more than one paragraph