



School's Teaching & Learning Policy

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1. Statement of Intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the National Curriculum
- Ensure that the needs of pupils are met.
- Inform staff of the school's expectations.
- Ensure consistency throughout the school.
- Ensure that teaching is appropriately planned & pitched correctly for all pupils.
- Improve and enhance the quality of teaching
- Provide a unified focus for monitoring learning and classroom practice
- Establish targets for improvement.
- Enhance the professional development of staff.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- SEND Policy
- Behaviour & Anti-bullying Policy
- Staff Appraisal Policy
- Safeguarding & child protection policy
- Health & safety policy
- Online safeguarding policy
- Teacher appraisal policy

3. Roles & Responsibilities

3.1 The Governing Board is responsible for:

Ensuring reports are provided by the head teacher and curriculum subject leaders and that action is taken where areas are identified as requiring improvement.

Visiting the school to increase knowledge of classroom activity and conducting activities such as:

- Learning walks with a specific focus
- Viewing paperwork relating to monitoring
- Viewing samples of pupils' work
- Viewing assessment records
- Talking to pupils about their experiences
- Talking to teachers about their experiences
- Reporting their findings to the entire governing board

3.2 The Senior Leadership Team (SLT) is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Carrying out classroom-based observations.
- Reviewing and commenting on planning & pupils' work

- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning in the head teacher's termly report to governors.
- Acting as role models for teaching staff.

3.3 Curriculum Subject leaders

Leading a curriculum area is part of the teacher standards and as such all teachers will be responsible for leading a subject or an area of the curriculum in our school, unless they are an NQT.

Curriculum Subject leaders are responsible for:

- Developing and reviewing the relevant section of this policy, including subject overviews and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their given subject.
- Reviewing subject overviews
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the governing board as appropriate
- Maintaining the appropriate record for their subject
- Monitoring resources for their subject
- Writing and implementing an annual action plan and reporting to governors annually

We recognise that depending upon the school priorities and the subject some subject leaders may require more time out of class to 'drive' improvements in their subject more than others. Wherever possible we will give teachers none contact time to work on projects, prepare for PDMs etc, however this is not possible for all elements of the leadership role. As such for fairness and consistency we endeavour to implement the following principles.

Non- contact time provided to:	Tasks expected to be completed as part of the teacher standards
<ul style="list-style-type: none"> • Prepare for a PDM • Attend specific training & CPD • Meet with external advisors or moderators • Carry out book looks • Carry out monitoring activities such as learning walks or pop-ins • Data analysis • Prepare for a special event eg information evening • Prepare reports above and beyond what is typical 	<ul style="list-style-type: none"> • Write an annual action plan • Email the action plan to the head teacher • Update the website with regards to subject overviews • Review the action plan termly & email it to the head teacher • Write a progress report for governors annually

3.4 Teaching staff are responsible for:

- Monitoring and evaluating their own teaching.
- Seeking professional dialogue and constructive criticism from their line manager or another member of the SLT
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.

- Involving parents and other professionals in the monitoring process.
- Completing a termly review assessing the progress of their pupils.
- Liaising with cover staff with regards to emailing planning and resources the day before the lesson

3.5 Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Placing coats and bags in the appropriate area.
- Following our 5 Bees (which guide their behaviour)
- Storing personal belongings in the area provided and taking care of school resources
- Being attentive.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

3.6 External monitoring

- A named school improvement partner allocated by Learn Sheffield will work on an annual cycle to monitor teaching performance.
- The school improvement partner will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with members of the governing board
- The school improvement partner will undertake lesson observations.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations, for example through 'peer to peer reviews' with our SWIP partner schools.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

4. Self-Evaluation & Internal Monitoring

4.1 Discussion with senior leaders

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do TAs employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

4.2 Discussion with pupils

The following types of questions should be discussed with pupils to assess the quality of teaching at the school:

- Do you know what you are learning and why?
- How do you know when you have been successful?
- Who helps you to achieve success?
- Do your parents know how well you are doing in lessons?
- What happens if you can't achieve success?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your maths/English homework? What do you think the school could do to make maths more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?
- Do you enjoy your lessons?

4.3 Monitoring & Evaluation Cycle (see also teacher appraisal policy)

As part of school improvement the senior leadership team implements a monitoring and evaluation cycle that reflects school priorities. Monitoring activities have a range of purposes including:

- Evaluating the impact of a new or existing approach
- Researching the need for a new approach or change
- Checking that the quality of teaching & learning across school
- Observing specific pupil groups or individuals to monitor provision

Types of monitoring activities include:

- Pop-ins (15-20 minutes)
- Book looks
- Planning analysis
- Staff voice
- Pupil voice
- Parent voice
- Learning walks
- Environment checks

At Dobcroft Junior School we recognise the pressure on teachers with regards to monitoring and as such try our best to ensure it is timely, purposeful and leads to developing teacher's CPD. The monitoring and evaluation cycle ties in closely with the teacher appraisal policy.

5. Overarching Curriculum Intent


5.1 Curriculum Overview & Organisation

Whole school Curriculum Map (appendix A),

The school maintains a whole school Curriculum map (appendix A), which gives a snapshot of all of the subjects taught in KS2. It provides an overview of each year group for each half term. This is available on our school website and is reviewed annually. Where possible cross curricular links are made between subjects and there may be an 'umbrella' theme; for example 'The Rainforest' topic in year 6 may incorporate the subjects of science, geography, computing, writing & art. If no cross curricular theme is relevant then subjects are taught discretely for example French and music. Our priority as a school is that there is a progression and recall of skills and knowledge in every subject.

Subject Overviews (appendix B)

Every subject for KS2 has a Subject Overview (appendix B). The purpose of this document is to outline the progression of skills, knowledge, concepts and vocabulary to be taught as children move through the school, including an end of KS2 point. They explicitly state the learning intentions from the National Curriculum. Subject leaders are responsible for the overviews in order to ensure sequential learning underpins the curriculum. These overviews are reviewed annually.

History- Whole School Overview			
<p><i>In history we build upon the learning in KS1 and by the end of year 6 we aim for all pupils to have studied a broad and progressive history curriculum, which inspires and motivates them to question and discuss the past and the wider world. We focus on a range of key concepts, skills, knowledge & vocabulary, which ensures pupils have the necessary understanding to embrace the KS2 curriculum. We endeavour to teach pupils to think critically, ask questions, weigh evidence, sift arguments, and develop perspective and judgement.</i></p>			
			
	Autumn	Year 3	Summer
Historical period of study	Changes in Britain from the Stone Age to the Iron Age	Ancient Greece	A local history study
Investigating and interpreting the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts & pictures to find out about the past. 	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures & stories, to find out about the past. Identify some of the different ways the past has been represented. 	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, databases & online sources to find out about the past.
Communicating historically	<ul style="list-style-type: none"> Use the historical vocabulary of: <i>old news, before, after, ancient, past, present, BC, AD, evidence, source, chronological, similar, difference, artefact, archaeology</i> Show an understanding of the historical concept of: <i>war and peace, civilisation, change, democracy, legacy, influence</i> 	<ul style="list-style-type: none"> Use the historical vocabulary of: <i>old news, before, after, ancient, past, present, local, evidence, source, chronological, similar, difference, architecture, artefact, archaeology</i> Show an understanding of the historical concept of: <i>local history, change, industrialisation</i> 	<ul style="list-style-type: none"> Use the historical vocabulary of: <i>old news, before, after, past, present, local, evidence, source, chronological, similar, difference, architecture, artefact, archaeology</i> Show an understanding of the historical concept of: <i>local history, change, industrialisation</i>
Understanding chronology	<ul style="list-style-type: none"> Recount changes that have occurred in their own lives (through pictures & words) Place dates & events in order (including BC & AD) on a given timeline for a historical period 	<ul style="list-style-type: none"> Place events, artefacts & dates in order on a time line from a period of history to the present day 	<ul style="list-style-type: none"> Place photographs of historical evidence & dates in order on a time line from a period of history to the present day (showing technological and cultural change)
Building an overview of world history	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. 	<ul style="list-style-type: none"> Describe historical events through their own written narrative Describe significant people from the past. 	<ul style="list-style-type: none"> Describe historical events through their own account. Describe significant people from the past.


Short Term planning ()

Teachers transfer the skills, knowledge, concepts and vocabulary from the subject overviews onto short term planning (appendix C). This planning allows teachers to add finer detail to their teaching sequences and incorporates relevant, carefully planned activities that enable pupils to practise and achieve the learning objectives. This planning also identifies scaffolding and deepening opportunities in order to meet the needs of all pupils. Planning is saved on staffshare. Lessons detailed in medium & short term planning incorporates the following principles.

Subject:		Year:	Title:	Term:			
E							
Skills & Knowledge Objectives	Key Vocab and concepts	Teaching Activity		Intended outcome – children working at expected level (activity/task)	Support for Less Able/SEND	Deepening Opportunity & Key Question	Evidence (book, blog)
Lesson 1	Vocab:						
LO:	Concepts:						
Lesson 2	Vocab:						
LO:	Concepts:						
Lesson 3	Vocab:						
LO:	Concepts:						
Lesson 4	Vocab:						
LO:	Concepts:						

- Lessons are clearly linked to the National Curriculum (subject overviews).
- Lessons provide differentiation through scaffolding & deepening (see implementation).
- Lessons have clearly identified learning objectives, beginning with an imperative verb and Success Criteria or Steps to Success and show continuity from one lesson to the next.
- Lesson plans clearly show how teaching assistants are used to enhance learning.
- Each plan contains a list of resources to be used during the lesson and how these resources will complement teaching.

Key learning Points (appendix D)

Geography	Year: 4	Term: Autumn	Topic Title: Where does my food come from? Andalusia / Yorkshire a comparison		
What I should already know The countries of the UK and that the UK is an island surrounded by sea. Europe is one of the 7 continents. Yorkshire is one of the counties of the UK.					
Important Diagrams					
					
Key Vocabulary					
Andalusia	A region in southern Spain famous for its warm weather and popular with tourists.				
Yorkshire and the Humber	A region that includes the counties North Yorkshire, East Yorkshire, South Yorkshire and West Yorkshire.				
Population	All the inhabitants of a particular place. The people who live somewhere.				
Population density	The number of people living a unit of area (e.g. per square mile).				
Land use	How humans have changed the natural environment to create settlements and farming areas.				
Climate	The weather trends in a particular area over a period of time.				
Trade links	The act of buying and selling goods.				
Import	Goods or services that we buy from another country.				
Export	Goods or services that we sell to another country.				
Sierra Nevada	A mountain range in the Andalusian region that begins near to the city of Granada.				
Pennines	A range of mountains and hills that separates North West England from Yorkshire and North East England.				
Life expectancy	The average period that a person may expect to live.				
Locational Knowledge By the end of this topic I should be able to:					
<ul style="list-style-type: none">- Use maps to locate Europe and Russia.- Identify key human characteristics such as population.- Name and locate different European countries and capital cities.					
Place Knowledge					
<ul style="list-style-type: none">- Compare similarities and differences.- Identify different land uses.					
Human and Physical geography					
<ul style="list-style-type: none">- Name and identify natural resources.- Describe key human geographical features such as life expectancy, population and types of farming.- Understand trade links between two different regions.					
Geographical Skills and Fieldwork					
Locate countries, cities and regions using maps, atlases, globes and digital/computer mapping.					

Complementing planning are 'Key Learning Point' grids (appendix D). These are written in a pupil friendly manner in order to share the skills, knowledge, concepts & vocabulary to be taught for the unit of work, **per subject**. They are available on the school website (teachers are to update the website as new KLPs are needed), are stuck in pupils' books at the beginning of a new block/unit of work and referred to throughout the learning. They are also used to aid recall when reviewing learning such as to recall current topic learning; learning earlier in the year and learning earlier in the key stage. Teachers are encouraged to enlarge them and use them on displays in classrooms.

5.2 Planning , Preparation & Assessment Time

- The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).
- PPA time is organised so all 3 teachers (4 in year five) can plan together and share the workload of planning. Teachers are then accountable for tweaking planning to meet the needs of their class as well as their own teaching style.
- Part-time teachers receive their allocated 10% of PPA time (see part-time teacher policy).

5.3 Communicating Planning with Other Staff

In order for teaching & learning to be as effective as possible it is essential that planning is shared with the relevant members of staff in a timely & consistent manner.

Teaching Assistants & other Support Staff

Teaching assistants and other support staff (eg students, volunteers) should be emailed planning prior to the start of the week so they are fully versed in expectations and how they are to be deployed throughout the week. It is the responsibility of every teacher to ensure additional adults working in their classroom have access to planning prior to the day.

Planned Cover (including organised/pre-booked supply, HLTA & TA3 cover)

The following should be shared electronically the evening before, unless arranged otherwise:

- The planning for the lesson
- The flipchart (if there is one prepared)
- The resources to be used
- Timetable for the day

The following should be prepared and be available in the classroom:

- The supply folder with up to date information; including any recent short term information (eg a current friendship situation)
- The resources photocopied and ready to use wherever possible for HLTA & TA3 cover
- Resources left for supply teacher to copy themselves if teachers don't have enough time
- Learning Evaluation Books ready to be used

Unplanned Cover ie sickness (for a supply teacher or a member of staff in school)

The following should be shared electronically if teachers are able to access and use a computer/laptop:

- The planning for the lesson
- The flipchart (if there is one prepared)
- The resources to be used
- The location of the supply folder
- The location of Learning Evaluation Books
- Timetable for the day

If it is not possible to access or use a computer the following should be communicated verbally via the school office:

- The location of the supply folder
- The location of the class timetable
- The precise location of the planning on staff share or otherwise
- The location of resources (ie where are they saved on staff share etc)
- The location of the Learning Evaluation Books

If teachers are so ill they can't communicate with school we would completely understand and we would direct the person covering to a member of the year group team

6. Overarching Curriculum Implementation

6.1 Organisation and Books

In order to emphasise the specific subjects being taught and to be able to easily refer back to previous learning and concepts, pupils have individual books for each subject at KS2. The following principles are followed:

subject	Type of book	Replacement period
Maths	Y3- larger squares A4+ Y4-6- smaller squares A4+	New each year New each year
Reading	A4+ lined Home/school reading record	New each year New each year
Writing/ English	Yellow lined A4	New each year
Science	A4+ lined	Y3/4 & Y5/6 book
History	A4+ lined	Y3/4 & Y5/6 book
Geography	A4+ lined	Y3/4 & Y5/6 book
French	A4+ lined	Y3/4 & Y5/6 book
Art	A4 blank cartridge paper	Y3/4 & Y5/6 book
DT	A4+ lined	Y3/4 & Y5/6 book
RE	A4+ lined	Y3/4 & Y5/6 book
Music	A4+ lined	Y3/4 & Y5/6 book
PE	No book required- work captured on blogs, photos, teacher assessments	
Computing	A4+ lined	Move through the school
Personal Development	A4+ lined	Y3/4 & Y5/6 book

6.2 Learning Environments

Setting the tone

The teacher will set the tone for the morning and afternoon sessions by taking the register. Morning work is set and pupils begin their day in a calm, purposeful manner. The afternoon sessions usually begin with register and whole class reading. The beginning of such times are structured to ensure no learning time is wasted. Part of the registration process, children complete the feelings register and order their hot meal using 'cypad'.

Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. At Dobcroft Junior School we adopt a co-operative learning strategy, based upon the principles of Kagan. As such all pupils sit (as close as possible) in mixed ability groups of 4 following the Kagan rules of reading ability. Teachers change the 'table teams' at least every half a term.

The classroom

At Dobcroft Junior school teachers are expected to create a learning environment that is well organised, tidy, promotes pupil independence and is stimulating. For consistency for pupils the following will be in place in every classroom:

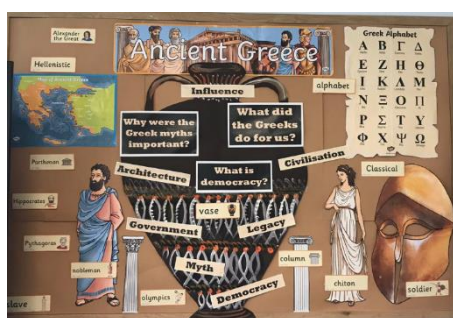
Children's work displayed	Behaviour system- Bee, flower, hive	School values – focus two of the half term prominent (19 in total)
Maths working wall (week's focus, vocabulary, WAGOLL, visuals, pupil work sample)	Accessible maths equipment Problem solving stepping stones for maths	Promotion of emotional well-being including Chat book
English working wall (punctuation and grammar focus, writing focus, reference to the stages of writing, reference to writing skills e.g.VCOP/ ISPACED, A WAGOLL)	Current spelling objective and list of words	Engaging reading area that inspires and promotes a love of reading with accessible relevant books (home reading and wider curriculum reading)
Accessible writing support packs	Visible tools/ strategies to support specific groups including SEND and EAL	Stimulating/challenging vocabulary displayed to support the curriculum
Assessment for learning tools in place/ on display that reflects the system of the teacher	Clear & tidy work surfaces including the teacher's desk	Visual timetable in a horizontal row & House points display

Display Boards

The purpose of the school display is to showcase children's school work and the context of the learning as well as significantly enhancing the school's environment. It is therefore extremely important that display are of high quality, stimulating and varied. Below are our display principles:

Every Display Board Should Follow These Principles:

- Eye-catching large title/banner
- Have a short succinct objective of the work, possibly what the children learned and enjoyed.
- Consider incorporating a large version of the relevant KLP
- If using photographs, children's names should not be written on or near them.
- Use children's comments where appropriate.
- Throughout school there should be displays showcasing progression of learning eg science display including work from Year 3 to 6
- Be stimulating and creative- look online for ideas, or ask other staff.



- Keep text style and size continuous throughout the display.
- Use card backing, and **card** borders to prolong the life of the display.
- Use a card/sturdy border, where possible.

- When backing pieces of work the border does not need to be overly wide – around 1cm should be enough and **work should be double mounted wherever possible.**
- All work should be within the border- **no work should be on the walls**
- Cutting out of the letters needs to be neat and precise.
- Keep the title size in proportion to the size of the board.
- **Do NOT use drawing pins** for health & safety reasons
- **Do NOT stick posters, photos etc on the walls** around school or in classrooms as it results in damaging the paintwork.

6.3 Our philosophy

Through our co-operative learning philosophy (Kagan) we endeavour to teach and adopt the following:

Pupils are taught to:

- Listen to each other.
- Adopt various roles in groups.
- Work in Kagan teams
- Volunteer thoughts and opinions.
- All pupils contribute to lessons (be accountable)
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers will:

- Use a mixture of **Kagan** structures, carefully chosen to match the task and learning intention throughout all lessons.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group
- Praise more than criticise, using formal and informal approaches.
- Use a variety of feedback techniques including mini-whiteboards, fan cards, yes/no cards, reporting a partner's idea...
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Engage pupils of all abilities.

Rewards & Consequences:

Establishing positive attitudes towards learning is vital for pupils to succeed in school, and as such we place a strong emphasis upon this. **Please refer to our behaviour & anti-bullying policy** for details.

6.4 The Mastery Approach & Differentiation

At Dobcroft Junior School we adopt the mastery approach towards teaching the National Curriculum. The main strand of a Mastery approach is that the majority of pupils (those accessing the year group curriculum) broadly progress through the curriculum content at the same pace as their peers.

Teachers in our school dictate that pace based on their class's needs and progress. Based on observations, checking pupils' books and assessment for learning, teachers use this knowledge to tailor their lessons. If children need longer to 'master' a concept then teachers in our school will continue to teach or re-visit that objective until they feel children are ready to move on.

Assessment for learning in our school also informs any rapid intervention or further teaching required on the same or next day. Wherever possible a teaching assistant is assigned to a year group every afternoon in order to deliver 'pre-teach' sessions or 'fix-it' sessions. Such sessions are planned and organised by the class teachers. Teaching assistants use the yellow folders to record progress of individuals in such sessions.

Differentiation is achieved through questioning, scaffolding, individual support, intervention and extra opportunities to deepen and apply concepts whilst all working towards the same objective. Those children who grasp concepts quickly are challenged in a variety of ways (see below). Opportunities for consolidation and revisiting previous topics are part of our curriculum to ensure there is time for revision to ensure full understanding. It is our aim, through teaching, to provide quick feedback and effective intervention to support all pupils to keep pace with the rest of the class in order to fully implement a Mastery approach (see impact, Learning Evaluation Books).

Support for Specific Individual Pupils (please also refer to our SEND Policy)

We recognise that all children have different starting points with regards to their ability within different subjects. For pupils who are working significantly below the year group expected standard in a subject, the expectation would be that they have specific, bespoke tasks that enable them to make progress through smaller structured steps. Depending on the pupil's educational profile, it may be that they have been identified as having special educational needs and in such circumstances they would have a individual support plan and where appropriate an individual learning plan, based upon the **Birmingham Toolkit** resources (through our Special Educational Needs and Disability Policy). Teachers plan for children with SEND by giving due regard to the information and targets contained in their Individual Education Plans.

Supporting Children in their Learning (scaffolding) to Achieve the Expected Standards

Children may be supported in a variety of ways. While some children will be working at lower expectations and some at higher expectations, all children will need support at times in order to meet objectives that are pitched to allow them to make progress. As such teachers will provide 'scaffolding' in lessons for such pupils.

There are a wide variety of ways that support may be provided:

- Using concrete apparatus
- Using reference resources (multiplication squares, word banks)
- Adult support (volunteers, students, teaching assistants, class teacher)
- Sequence of learning broken down into smaller steps
- Personalised objectives (for example: Spellings)
- Lower learning objective to recap learning from earlier in school
- Talk Frames
- Vocabulary lists
- Different expectations of task (for example shorter task, fewer items on Success Criteria/Steps to Success)

Supporting Children in their learning to achieve Greater Depth (Deepening)

Children may be challenged in a variety of ways. As with 'Support', all children will need challenge at times in order to allow them to be learners that take risks in their learning and be more ambitious in terms of what they can achieve. Our main approach to providing deepening is through the use of Bloom's Taxonomy to ensure pupils are deepening and applying their understanding in a variety of ways.

- There are a wide variety of ways that deepening may be provided such as:
- Depth of answers using the Tower Hamlets Speaking frames

- Using Blooms Taxonomy to create challenge tasks
- Mind Mapping (for example: linking previously taught concepts)
- Coaching others to justify & explain (relating to Bloom's Taxonomy)
- Varying equipment to make the task harder (for example: using a smaller ball in PE)
- Different expectations of outcome of task

6.5 Delivery

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work. We adopt a co-operative learning approach- **Kagan**- in all classrooms.

Kagan (co-operative learning structures)

Kagan's publications and workshops are based on a research program conducted by **Dr. Spencer Kagan** beginning in 1968. Dr. Kagan and his associates discovered that children of all ages in many parts of the world acted quite differently when placed in certain types of situations. He could manipulate the interaction patterns of children and make them more cooperative or more competitive. Dr. Kagan applied his findings to education and was a pioneer in the cooperative learning movement.

The 4 key principles of the Kagan approach are:

- Positive Interdependence
- Individual Accountability
- Equal Participation
- Simultaneous Interaction

In order for the above to be achieved social interactions between pupils, pupils & adults take place within a named Kagan structure (examples include round robin, think pair share.....). Each structure promotes certain types of interactions that facilitate participation and ultimately improved engagement and outcomes for all pupils. Kagan structures are an implicit part of our teaching and learning principles and as such it is the responsibility of the class teacher to:

- Teach their class certain structures
- Ensure the stop hand signal is established and used consistently
- Choose the appropriate structure for the task
- Ensure structures are embedded into teacher introductions, small group work and larger group work
- In addition to everyday lessons; once a week purely for fun and team building
- Ensure their class is sat at tables using the Kagan principles of teams of 4
- Change the seating at least every half term
- Display the Kagan structures relevant to your lessons/class

More information about Kagan can be found on staffshare.

6.6 Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice. There is a fulltime assistant to support teachers with preparation of resources and displays.

6.6 Learning Support Staff

Teaching Assistants

Teaching assistants are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at

different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help. In the afternoon TAs run a variety of interventions including pre-teaching and fix it time.

The Butterfly House

We are fortunate enough to have a pastoral pupil and family support liaison worker- Kate Rembges. Kate's role is to provide 1-1 and small group support to pupils who have social emotional and behaviour challenges. Kate works on a referral basis and it is teachers' responsibility to support pupils pastorally. However if teachers feel that strategies they have tried consistently are not working then they may make a referral to Kate to seek further support. Kate is also part of the inclusion team and a named DDSL.

7. Overarching Curriculum Impact

Assessment at Dobcroft Junior School

7.1 Learning Evaluation Books and Whole Class Feedback (marking and feedback principles)

At Dobcroft Junior School, through a careful trial, we have developed and implemented a feedback policy which centres around a 'Whole Class Feedback' system. The feedback summarises and details a range of aspects connected to the learning that has taken place within a lesson, on one page (as a summary document). This ongoing, lesson to lesson evaluation, carefully connected to and driven by assessment for learning, is crucial to our lesson sequencing and planning.

Learning evaluation takes place in a ***Whole Class Feedback Book*** after each session. Each ***class has three separate Feedback Books*** to capture evaluations for English (including Reading Sessions), Maths and Wider Curriculum learning. These are collaborative books and additional comments from other adults, such as teaching assistants, cover staff and HLTAs about progress or misconceptions of individuals and groups are also noted and valued.

7.2 Formative Assessment / Assessment for Learning

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim/objective of their learning (the end point), where they are in relation to this learning objective and the steps that they next need to take in order to achieve it.

At Dobcroft Junior School, we use formative assessment in each lesson to keep a sharp eye on progress against the learning objective **within a lesson**. It is a crucial aspect of our learning in order to fully understand the progress of the learners and re-shape what comes next, as a result.

Our assessment for learning is not prescriptive in style and may include a range of:

- Mini quizzes
- Selecting the true or false answer
- Q and A sessions directed at key learners or groups
- A framed / key question part way through the input in order to determine which children require further support to meet the learning objective
- Summarising / explaining tasks either written or pictorial/ diagrams
- Electronic variations / apps e.g. *Plicker*

Assessments at the end of the session (including who has not met / met / exceeded the learning objective) is recorded in the ***Whole Class Feedback Book*** as part of the learning evaluation.

7.3 Assessment of pupils working significantly below the year group standards

In order to accelerate progress for pupils who are working significantly below the year group standards, we have adopted a well-researched system called the 'Birmingham Tool Kit'. This framework breaks down large objectives into smaller steps, in order to ensure that children have no gaps in their learning. The Birmingham Toolkit helps to identify gaps, offers support in teaching those gaps and guides the child's key staff in terms of where to go next in order to accelerate progress.

The toolkit has three areas including reading, writing and maths. The child is baselined on subject grids which are broken down into 'bands'. (The grids can be found in **staffshare/SEND/Birminghamtoolkit**) The children who are baselined on the grids include all SEND children who have a need in the 'Cognition and Learning' strand as well as any other children (SEND or not) who are currently working 1year+ below age related expectations in any of the areas that the Toolkit addresses (reading, writing, maths).

There are a range of ways that the toolkit can be used for individual children e.g. a child can be baselined for each English strand OR they may just have a spelling difficulty and therefore can just be baselined for that. Similarly, this may be true for handwriting or fractions.

7.4 Baseline Assessment (Beginning of year 3)

Year 3 pupils joining Dobcroft Junior School will receive a baseline assessment when they start with us (From Week 3 onwards). This happens for all Year 3 children in order to determine which aspects of the Key Stage 1 curriculum remain embedded and also to identify gaps in learning. We use past National Curriculum tests to achieve this baseline measure and capture it within our SIMS mark sheets.

7.5 Data Collection

Following the summative assessment cycle (termly or half termly for Year 6), teachers input the following information into the correct mark sheets in our SIMS system

- Individual attainment steps for each child for Reading, Writing (incorporating SPaG elements for Y3,4,5), Maths (and a separate SPaG step for Year 6) This information goes into the mark sheet titled **e.g. Year 6 Data Entry : Y6CT**
- An *on or off track* judgement related to each child's KS1 target – this will be a simple 'Yes' (on track) or 'No' (off track) This information goes into the mark sheet titled **e.g. Year 6 Data Entry (On Track) : Y6CT**
- Year 6 teachers also input their scaled score values. This column is located towards the end of the scroll bar in the mark sheet titled **e.g. Year 6 Data Entry : Y6CT**

All staff work to the same specified data collection deadlines although the tests themselves happen at varied points in order to suit the needs of the children. Once the deadline arrives, the assessment lead uploads the information collectively to Tracker+ system.

Collecting data for writing works slightly differently in that each child has a writing assessment framework (A3 grid usually kept inside their Writing book) and teachers gather evidence throughout the term from independent pieces of writing. The minimum expectation is that pieces of writing are assessed / recorded on the assessment grid at least half termly.

7.6 Tracker Plus

Tracker+ is the tracking system which we use to present and analyse our data. All staff have access to the tracker and it is saved (as an excel spreadsheet) in **Staffshare / _Tracker+**

Tracker+ includes a range of analysis styles and representations. For us, it serves a host of purposes including tracking the progress and/or attainment for a child / group / data entry point in time. We also use it periodically after each data collection in the following ways-

- 'Tracking achievement' tile – This is used by SLT to generate year group overviews of data analysis. This information drives pupil progress meetings.

- 'Class on a Page' tile – This is a very visual (matrix grid style) representation of a class' progress and attainment with all individuals named and colour-coded in line with their progress. We developed this document ourselves as we felt that teachers found it very easy to use and understand.

7.7 Pupil Progress Meetings

Pupil Progress Meetings directly follow the data collection cycle (termly or half termly for Year 6). The aim of the meeting is to discuss individual children within a class in order to capture any progress or attainment issues as well as highlighting any children who could, with support, exceed their targets. Using the discussions and data as key drivers, we prioritise creating and refining a comprehensive year group provision map (including progress concerns, actions including interventions / in class provision) in order to 'tie together' all concerns and strengths with the aim of improving outcomes for all classes across a year group. In order to maximise the impact of the meetings, we ensure the meetings include a number of inputs:

- Class Teacher – Drives the content and context of the discussions
- Deputy Head Teacher / Assessment Lead – Leads the meeting
- Phase Leader – Captures key discussions and decisions related to the provision mapping for the year group
- SENDCo – Captures progress and attainment of key SEND children as well as inputting strategies to accelerate progress.

7.8 Provision mapping

As detailed above in 'Pupil Progress Meetings', each year group has a thorough and comprehensive provision map, which is updated termly, in line with the assessment cycle. Our year group provision maps include a range of aspects:

- Key groups of children's progress in line with their targets (including SEND, Pupil Premium and EAL) as red (off track) or green (on track)
- Named (and grouped according to KS1 targets) children who have been identified as having progress concerns
- Named interventions with individual child names
- Named individuals who staff feel have the potential to exceed their targets

The provision maps are saved in **StaffShare |ASSESSMENT AND DATA |PROVISION MAPPING**

7.9 Interventions

We offer our children a range of interventions designed to accelerate progress across a host of areas and subjects. We have a number of purchased schemes and interventions, as well as a high number of bespoke interventions created by teachers and supported by teaching assistants, to specifically address needs.

We have a **consistent approach** to all interventions:

- Where an intervention is going to be delivered by a teaching assistant, a link teacher will be identified in order to oversee the structure / planning of the sessions.
- An 'Intervention Evaluation Form' is created (**StaffShare |ASSESSMENT AND DATA |INTERVENTIONS |Blanks and forms**), including a register of children for each separate intervention. These intervention overview documents are saved together in year groups, electronically, in **StaffShare |ASSESSMENT AND DATA |INTERVENTIONS**
- The teacher communicates the very clear and specific focus area/s and objectives of the sessions. We know that interventions will be most effective when the focus is sharp and the key small steps are clear. It is best practice to use the small steps outlined in the Birmingham Tool Kit to achieve this clarity around the small steps that need to be taken in order to meet the 'end points' of the intervention group. The key objectives are recorded electronically on the 'Intervention Evaluation Form' proforma and an entry test measure (for each child in the group) is obtained. This can be done in a number of ways but needs to capture current understanding related to only the key objectives of the intervention group.

- Interventions may run for as many weeks as the lead/ers see fit but an exit measure must be obtained by the next data collection deadline. This entry and exit style impact measure is clearly recorded on the intervention evaluation sheet.
- Impact measures are then collated (termly) by the assessment lead in order to inform best practice and provision mapping.

Fix it and Pre-teach Interventions

We have a mastery approach to learning – we want all children, wherever possible, to access the learning objective at the expected standard. In order to further support and facilitate this outcome, we provide additional time for any learners, whatever their prior attainment grouping, to address misconceptions (and over learn) as close in time to the initial learning as possible. As such, we ensure each year group and class has access to dedicated short sessions for 'fix it' style work during small sections of the school day. With the same goal in mind, we also facilitate a number of pre-teach groups in each year group (at various points in the term) in order to equip children who are vulnerable of not accessing the learning at the expected standard. This will take various forms but often includes work around vocabulary, key concepts and over learning of methods and Steps to Success.

7.10 Summative Assessment across Years 3, 4 and 5

In terms of summative assessment, we take this approach termly in order to trigger valuable analysis and learning points around pupil understanding. We use this style of assessment to

- Gain accurate information regarding a pupil's attainment and progress
- Inform both parents and teachers of a pupil's attainment and progress.

Once per term, all children will have an assessment (in the form of a formal test booklet) for Reading and Maths. The results of these tests, combined with teacher judgement, is used as the termly data collection. Writing (including SPaG) is also given an attainment value termly but is a build-up of evidenced skills. We collate this evidence on a writing assessment framework sheet and independent pieces of writing are assessed a minimum of half termly.

Please note that we do not plan for any tests during the first two weeks of any new academic year.

7.11 Summative Assessment in Year 6

As Year 6 have less learning time in their school year before the final assessment point, we feel it important to monitor and react to gaps in understanding more frequently during the Autumn and Spring term. As such, Year 6 undergo a summative assessment each half term with a view to conducting careful gap analysis and refining planning to even better suit the needs of the individuals. We approach this sensitively with the correct access arrangements needed for each child to feel as relaxed as possible and so that they can achieve their potential by the end point.

Please note that we do not plan for any tests during the first two weeks of any new academic year for any children.

7.12 Communication of Summative Assessments

All parents will receive updates based on the formative assessments three times per year as a minimum. This communication will be delivered through two formal parents' evenings and an end of year written report. Dates and communication of assessments can be found in the whole school dates as well as in the termly Year Group Newsletter.

In terms of communicating specific results from test papers, where appropriate (and as agreed across the year group), teachers may choose to send test papers home for the purposes of home learning. Where a child has not managed to access a paper and has scored significantly lower than anticipated, this paper would not be sent home and a phone call would instead be made in order to discuss context and decide on any next steps as a collaborative approach.

7.13 Statutory Assessments - Year 6 (SATs)

Year 6 pupils take their end of Key Stage 2 National Curriculum assessments. Pupils take tests ('SATs') in reading, maths and grammar, punctuation and spelling (GPS) and receive a statutory teacher assessment (TA) in writing and science.

At Dobcroft, we administer these assessment in line with government guidelines, including the week's structure day by day. As we have a large year 6 cohort, we do our utmost to ensure we accommodate all learners including those with SEND (who often have adult support) or those who may be vulnerable or anxious. We do this in a number of ways, for instance by setting up a range of rooms to suit the needs of the learners – for example we have a smaller room available without a visible timer, as some of our children find this aspect particularly difficult.

Support for pupils during Statutory Assessments

In preparation for the statutory assessments, we undertake preparatory work to ensure each child has the correct support. We do this by-

- Applying for access arrangements for named individuals who may have a barrier to learning such as a slower processing speed or slower reading speed. Various types of access may be granted based on the standard assessment questions prescribed through the Government Assessment Gateway. Often, children with specific barriers to learning may receive a reader / scribe / extra time.
- Seeking additional adult support within our school setting (staff) and beyond (volunteers and governors) – in order to provide as many additional adults (to read / scribe etc) as is needed.
- Carefully timetabling rooms to support pupils who may work more comfortably in a different environment.

Any supporting adults are fully briefed before the tests begin each day. They also have a written copy of access arrangements permitted for the specific child that they are working with.

7.14 Year 4 - Times Tables Check

The Multiplication Table Check (MTC) was introduced for Year 4 pupils by the Government with the purpose of determining whether pupils can recall their times tables fluently, which is essential for future, maximum success in mathematics. Results of the check will help our school to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

As standard practice for all schools, we have a 3-week check window, beginning early June, to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time. At DJS, a member of the Maths Team coordinates the check and administration arrangements.

8. Individual Subject Statements

8.1 English- Subject Leaders: Amy Kirk, Sammyleigh Harper, Amy Scammell

8.1a Reading

Intent

At Dobcroft Junior School, we want to ensure that by the end of their primary education, all pupils are able to read fluently and with good understanding to enable them to fully embrace the KS3 Curriculum. In order to achieve this, we will build upon their KS1 learning and teach a variety of new comprehension skills in our reading lessons. Pupils will have access to a wide range of fiction, non-fiction and poetry texts to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading also feeds pupils' imaginations and opens up a treasure-house of wonder and joy for curious young minds.

Implementation

Whole Class Reading (story time)– Termly Sequence

Across the academic year, children will study a variety of books through whole class reading (4 times per week). The children will follow the sequence below to ensure they have the best reading experience.

- 1) **Prepare (at least 1 session)** – The aim is to ensure all children can access the book and understand it to the best of their ability by learning crucial background knowledge e.g. key themes and ideas.
- 2) **Introduction to the book (1-2 sessions)** – The aim is for children to establish the bare bones of the book and make predictions.
- 3) **Whole Class Daily Reading Sessions (as many as required to complete the book)** – Teachers use the daily structure as outlined in the next section to deliver the key comprehension skills (VIPERS: vocabulary, inference, prediction, explain, retrieve and summarise).
- 4) **Reflection (at least 1 session)** – The aim is for children to reflect and share opinions once they have completed the book.

The coverage of texts studied throughout Key Stage 2 can be found in the whole school progression document. The texts have been carefully planned to ensure children are accessing age appropriate texts, as well as a wide range of genres including both fiction, non-fiction and poetry.

Whole Class Guided Reading – The Daily Structure

Whole Class Guided Reading Lessons will occur **four times a week** for **30-45 minutes for each year group**. At Dobcroft Juniors we teach children the comprehension skills using VIPERS (vocabulary, inference, prediction, explain, retrieve and summarise). Each lesson should be planned carefully using the following structure:

- 1) **Vocabulary** - Teacher to select three words from the current section of the book and clarify them.
- 2) **Fluency** – A section of the book is read. Teachers must include these four reading fluency structures throughout the week to provide children with a range of reading experiences:
 - Teacher reading (teacher models positive attitudes to reading, expression, intonation)
 - Shoulder/ face partner reading
 - Base team reading
 - Independent reading
- 3) **Model Activity/Task** - Teacher to model a comprehension task which focusses on one of VIPERS with planned key questions relating to the L.O.
- 4) **Task** - Children to complete a comprehension activity which the teacher has clearly modelled. Scaffolding and deepening tasks must be planned in every session to meet the needs of ALL pupils.

Individual Reading

Children will have access to 1-1 reading opportunities in the following ways:

- Reading independently as part of a fluency structure in whole class guided reading.
- Reading with the teacher or teaching assistant during the 'Reading for pleasure' during morning tasks.
- Reading independently as part of a morning task (Monday, Wednesday and Friday- noting down the book the children are reading).
- Opportunities to read aloud with a teaching assistant
- Access to a reading volunteer (where available)
- Buddy Reading
- Reading at home

Celebrating Reading

At Dobcroft Junior school we aim to foster and encourage a love of reading. We celebrate reading in the following ways:

- A welcoming reading area in every classroom as well as a school library corridor

- Reading a class book 3 times a week, chosen carefully for a purpose (e.g. teacher's childhood favourite author, linking to current class issues, linking to areas of the wider curriculum)
- Half termly reading champions- 1 per year group each half term
- Reading challenges given to pupils over holidays
- Celebrating World Book Day
- Hosting a book fair
- Sponsored read
- Lunch-time clubs which encourage reading such as Snug Club
- Y6 & Y3 buddy Reading
-

Home School Reading and Reading Records

We believe that parental engagement is extremely important at Dobcroft Junior School. All children will have a Home/School Reading Record sent home in which we would like children and parents to record when they have read at home either independently or aloud. These Reading Records will be brought into school every Friday and the teacher can keep track of who is reading at home and how often children are reading aloud. The expectation is that children will read at least three times a week. The Reading Records will also come with a list of recommended reads and question stems that parents can use when listening to their child read aloud. Rewards in line with our school behaviour policy will be given to children for completion of the Reading Record. It is the role of the class teacher to contact parents & carers as soon as possible if the system is not being used to ensure home reading is taking place.

Impact

Formative Assessment

In each reading session, children will use their individual guided reading books to record tasks set. The teacher will make use of the learning evaluation book in order to inform future lessons and adapt planning where necessary. Guided reading books will be marked using a smiley face next to the learning objective for achieved or NY for not yet achieved. Teachers may also choose to write an individual comment if necessary.

Summative Assessment

In year 3 all children will complete a baseline assessment in the Autumn 1 term. Teachers will discuss the needs of pupils on transition from KS1. All of this information will enable teachers to assess the level of the child's reading accurately and teach them using the appropriate resources.

In years 3, 4,5,6 children working below the expected standard at the end of the year will complete a 'PM Bench marking miscue analysis' reading assessment which will determine what reading band the child is on. This assessment will be completed once a term in order to track their progress (co-ordinated by the SENDCo). Once a child has moved onto the brown book band, they will be perceived as a 'free reader'.

All children in all year groups will be assessed once a term in their reading by completing a summative assessment. Our assessment policy outlines the details of such assessment in more detail. Alongside this, the teacher also considers work produced in lessons overtime to make judgements about a pupil's overall ability.

8.1b. Writing including Punctuation & Grammar

Intent

At Dobcroft Junior School, it is our intent to provide pupils with a high-quality education in English lessons to ensure that by the end of KS2, pupils can communicate effectively in the world in which we live. Here at Dobcroft Junior School, we are lucky enough to educate incredibly creative and articulate children. With this in mind, our vision is to equip our pupils with the necessary language structures, tools and creativity to express themselves in a way that meets their full individual potential. In order to achieve this, we build on KS1 learning and progress by teaching the highest quality transcription, composition, vocabulary, punctuation and grammar lessons, throughout all of the year groups. We pride ourselves in providing inspiring opportunities for written and spoken language across a rich and broad curriculum in which children are immersed. We strive to encourage a love for writing and most importantly, foster creativity in order to generate lifelong writers. We ensure that this teaching extends into other areas of the

curriculum, allowing children to regularly practise their English skills embedding our mastery style of teaching. Each year group's punctuation and grammar objectives are taught in the Autumn term and mastered throughout the year, ready for the next academic year. The end goal is to ensure children are ready and energised for the KS3 curriculum.

Implementation

High quality writing occurs as a result of well-planned and structured lessons. Teachers work from the year group's National Curriculum objectives and requirements. At Dobcroft, all teachers follow the whole school progression map to ensure a wide range of writing genres are covered throughout their KS2 education. Teachers deliver the writing curriculum through the 'stages of writing' sequence, made up of six stages as outlined below:

Immerse- This stage aims to develop vocabulary and knowledge relating to the audience and purpose of a genre. This may include reading varied texts of the intended genre; planned in drama and spoken language opportunities to hook children and immerse them within the theme/subject content; and it may include multi-modal teaching resources, enabling the children to watch or listen to a teaching resource, driving vocabulary development.

Analyse- This stage defines the features and characteristics of the text/genre

Skills/SPaG- This stage teaches the aspects of the Success Criteria from the curriculum that link to the genre that is being taught. Sometimes, these lessons can be stand-alone lessons and do not link directly to the genre.

Plan- In this stage, we use the chronological or non-chronological school planner to support children in planning their own writing.

Write- By incorporating all of the approaches above, this stage allows the children to write their own piece of text, using a Success Criteria for guidance.

Edit/Review- This stage uses discrete teaching of how to edit and up level writing. This may focus on a particular punctuation and grammar objective or be directly linked to audience and purpose objectives. We provide different opportunities for editing including, teacher-led editing, individual editing and peer editing.

All of these stages of writing should be evident on the working wall as you progress through each sequence of learning.

During the 'Write' stage of the writing sequence, writing should be presented and delivered in a range of ways including:

- ★ **Shared writing** (This is teacher-led writing with SPaG rehearsal woven through whilst children are watching and contributing ideas).
- ★ **Guided writing** (This writing targets children at their point of writing with SPaG rules and conventions being revisited and embedded. Guided writing takes place in small groups with a teaching focus).
- ★ **Modelled writing** (This writing is teacher led and is an opportunity to directly target specific skills in a modelled context. The teacher writes and commentates what they are writing in line with the Success Criteria).
- ★ **Independent writing** (This can be of any length but requires a teaching sequence followed by children applying their skills without specific adult support).

Impact

Formative Assessment

During writing sessions, children will use their English books to record tasks. The teacher will make use of the Learning Evaluation Book in order to inform future lessons and adapt planning where necessary. English books will be marked using a smiley face next to the learning objective for achieved or NY for not yet achieved for skills lessons. Teachers may also choose to write an individual comment if necessary. In extended writing pieces, teachers will use pink and green highlighters to show strength and areas for development respectively.

Summative Assessment

Children will be assessed half-termly using the assessment tick grids. This will enable teachers to make a judgement for their current grade (working below year group standards, working towards year group standards,

working at the expected year group standards, working at greater depth within the year group standards) and it will also enable setting of writing targets. When marking assessed pieces, only pink highlighters will be used to show children their successes (in line with the Success Criteria) so that children can edit and improve independently.

The assessment tick grids are different for each year group. They are made up of the previous English writing objectives and the current year group's learning objectives. It is important that the children build on previous year group's English writing objectives, as well as the current year group's objectives, in order to master the objectives and progress in their writing.

Although the main assessment opportunities will be taken from the English independent writing, the whole curriculum should strive to provide opportunities for quality writing and contribute to the assessment 'picture'.

In Year 6, there are no external writing assessments. Instead, teachers provide opportunities to enable the children to build up a portfolio of independent writing, in which they assess and give a grade (as detailed above). Each year, there is a chance that writing moderators will visit the school to ensure teacher judgements are sound and fair.

Punctuation and Grammar- assessment

In years 3, 4, 5 and 6 children are assessed on their spelling, punctuation and grammar knowledge termly using the NFER assessment resources. Our assessment policy outlines the details of such assessment in more detail. In Year 6, previous SATs papers are used to assess the children half-termly. Gap analysis is used when appropriate to inform teaching and learning. Alongside this the teacher also considers work produced in lessons overtime to make judgements about a pupil's overall ability.

8.1c Spelling

Intent

Here at Dobcroft, we believe in giving spelling learning importance and meaning. Teachers will teach pupils how to understand relationships between words, how to use previous knowledge to build on current knowledge and how to use spelling knowledge to become competent and creative writers.

Implementation

At the beginning of every academic year, all children will undertake the same standardised spelling test called a HAST test, to determine whether they will take part in the weekly spelling routine or whether they will have their own personalised spelling scheme. If a child does not take part in the weekly spelling routine, their journey is outlined in the section: personalised spelling objectives.

We use Spelling Shed as a structure for our spelling teaching. This scheme is divided into stages; each stage corresponds to the respective school year. Within each stage there are 36 weekly objectives and spelling lists that give a steady progression through the curriculum as well as review and challenge lists to extend vocabulary. For each week's spelling list, Dobcroft provide a practice sheet that follows the look-cover-write-check format. In addition to this, we also provide a printable activity for each list that can be used in class, as a homework or where technology is not available.

Each week, a spelling list is given to the children to learn for that week. Teachers will teach the spelling pattern to the children for at least 20 minutes each week. This may be during an English starter or a morning task.

Spelling application in class work

Children need to know where their spelling errors are – but no more than 3-4 should be signalled in one piece. In order to show the spelling error, the teacher underlines the word and writes 'sp' above it. In the margin, the teacher

may choose to provide the correct spelling with 3 bullet points, signalling 3 copies are needed. The teacher may choose not to provide the accurate spelling but they will still need to signal 3 bullet points / copies in the margin.

Personalised spelling objectives

Any child who does not reach a score of 90 in the HAST test, will not continue with their year group's spelling objectives. They will be involved in a spelling intervention with a teaching assistant. They will work on their own personalised spelling objectives in the session and will take home their own list of spellings. They will not be tested weekly. Year 3 and 4 will use 'Nessy' for their personalised spelling objectives and Year 5 and 6 will use a 'Units of Sound' programme.

Impact

Spelling progress checks

The children take home their spellings once a week (alongside an activity sheet or online homework if the teacher has set). Children then complete a weekly test and teachers log their scores to keep track of progress towards spelling patterns.

Summative spelling checks

In Y3, 4, and 5, children also complete a termly spelling test using the NFER assessments. In year 6, previous SATs spelling tests are used and the children are assessed half-termly. These tests highlight which spelling patterns the children are confident with and which patterns they may need extra support with.

8.1d Handwriting

Intent

At Dobcroft Junior School, by the time all children leave Primary education they should be able to write fluently in a joined and legible script. We will build on their learning from Key Stage 1 to fully embed a joined handwriting script. Pupils will have access to weekly handwriting lessons following the ***Sheffield Handwriting Scheme***.

Implementation

- All handwriting (taught discretely and encompassed in writing lessons) follows the Sheffield Scheme.
- Each teacher should have a copy of the scheme.
- The style is 'smile in, smile out' and should be taught weekly for at least 20 minutes.
- All children start the academic year using pencils to write with. Children should meet all the criteria of the **Sheffield Handwriting Scheme** as outlined below before they receive a handwriting pen:
 - 'smile' joins
 - capital letter sizing (almost hit top and bottom of the line)
 - lower case consistent sizing (roughly half way up the line)
 - ascending letters and descending letters almost hitting the top and bottom lines respectively
 - spacing between words
- To ensure consistency across the school, to celebrate handwriting achievement and positively re-enforce joined handwriting, children shall receive a certificate and praise for achieving a pen licence.
- Children who are considered to be working below the expected level for handwriting should access a handwriting intervention. ***The Birmingham Toolkit resources*** should be used to baseline and ensure progression for such children.

Impact

All children will be able to write in a fluent and joined script by the end of KS2. Following this scheme will develop pace, build on quantity of work and enable children to meet or exceed the expected standard of handwriting. Teachers assess handwriting across all areas of the curriculum and record and address concerns through the use of the Learning Evaluation Books.

Intent

At Dobcroft Junior School, we believe that Mathematics is a crucial part of everyday life. As a whole school team, we endeavour to deliver a high-quality sequential mathematics education, which provides an ability to fluently manipulate and calculate number as well as to be able to reason and problem solve. Our style is to present concepts in a way that enables children to move fluently between representations of mathematical ideas. We pride ourselves on challenging and deepening our cohort of children, inspiring them to work collaboratively and we prioritise engagement and enjoyment for all. By the end of their time with us, our children will have embedded the key concepts and understanding through a carefully planned system of recall as well as high-quality, regular opportunities for application.

The National Curriculum for mathematics, which we follow at Dobcroft Junior School, aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- **reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

For more detail, please refer to the whole school subject overview for Maths. This outlines the progression of knowledge and skills to be taught from year 3 to 6. These objectives are based upon the National Curriculum for Key Stage 2 and follow the learning progression set out in the White Rose scheme of learning.

Implementation

Mastery

At Dobcroft, we teach following the 'Maths Mastery' approach. The essential idea behind mastery is that *all children*** need a deep understanding of the mathematics that they are learning so that a range of outcomes are facilitated:

- future mathematical learning is built on solid foundations which do not need to be re-taught;
- there is no need for separate catch-up programmes due to some children falling behind;
- children who, under other teaching approaches, can often fall a long way behind, are better able to keep up with their peers, so that gaps in attainment are narrowed whilst the attainment of all is raised.

For children with who are listed as having an area of need in cognition and learning on the SEND register, OR for those who are working 1year+ behind peers, please refer to section **7.3 Assessment of pupils working significantly below the year group standards

There are generally four ways in which the term *mastery* is used with reference to raising standards in mathematics which we adopt in our school:

1. A mastery approach: a set of principles and beliefs. This includes a belief that all pupils are capable of understanding and doing mathematics, given sufficient time. Pupils are neither 'born with the maths gene' nor 'just no good at maths'. With good teaching, appropriate resources, effort and a 'can do' attitude all children can achieve in and enjoy mathematics.
2. A mastery curriculum: one set of mathematical concepts and big ideas for all. All pupils need access to these concepts and ideas and to the rich connections between them. There is no such thing as 'special needs

mathematics' or 'gifted and talented mathematics'. Mathematics is mathematics and the key ideas and building blocks are important for everyone.

3. Teaching for mastery: a set of pedagogic practices that keep the class working together on the same topic, whilst at the same time addressing the need for all pupils to master the curriculum and for some to gain greater depth of proficiency and understanding. Challenge is provided by going deeper rather than accelerating into new mathematical content. Teaching is focused, rigorous and thorough, to ensure that learning is sufficiently embedded and sustainable over time. Long term gaps in learning are prevented through speedy teacher intervention. More time is spent on teaching topics to allow for the development of depth and sufficient practice to embed learning. Carefully crafted lesson design provides a scaffolded, conceptual journey through the mathematics, engaging pupils in reasoning and the development of mathematical thinking.
4. Achieving mastery of particular topics and areas of mathematics. Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing 'why' as well as knowing 'that' and knowing 'how'. It means being able to use one's knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations. The materials provided seek to exemplify the types of skills, knowledge and understanding necessary for pupils to make good and sustainable progress in mastering the primary mathematics curriculum.

A sequence of learning in Maths (Planning and Teaching)

In any sequence of learning, staff will-

- Set a baseline measure. This can be done through any number of ways, including an 'entry ticket' or pre-test style, in order to gain an understanding of current knowledge and gaps from earlier in the curriculum. This information should be used to drive teaching and learning.
- Provide a clear, sequential and progressive sequence of clear and succinct learning objectives. The content for our learning sequences comes from the learning objectives in the National Curriculum. Guidance for coverage is drawn from the White Rose materials. Sequences include a range of fluency, reasoning and problem solving tasks.
- Provide Steps to Success alongside the learning objectives– these will often relate back to the calculation policy. All staff prioritise clarity in any Maths lesson in terms of what the children are learning and how they will get there in small steps.
- In each individual lesson, the expectation is that all children (with exception) will be able to access and achieve the learning objective. Some children will need the **scaffolding** (task adaptations or resources) to achieve it and some will require the opportunity to **deepen their understanding** in order to be fully challenged and meet their potential.
- Deepening opportunities are most often driven using ***Bloom's Taxonomy***, which is a hierarchical ordering of cognitive skills and provides a range of task types, related to the skills that you would like the learner to strengthen or embed.
- Assessment for learning opportunities will be present in each lesson in order to adapt and inform the next stages of learning.
- Daily recall opportunities during the mental and oral starter (see below)
- Weekly times table recall and learning (see overview document for coverage by year group)

Kagan Cooperative Learning

We strongly believe in our Maths education being driven through high levels of engagement. Our learners are active in their lessons and we achieve this through *Kagan Cooperative Learning* (initial whole staff training November 2019). Each Maths lesson features specific structures which children are familiar with – they take the lead in their learning and engage with the content through Kagan. All structures are saved in **StaffShare\co-operative learning**

Recall

Retrieval / recall opportunities of prior learning allow children to become secure within their knowledge and skills: *Big Maths* and *Clic* activities are used (see appendix table at end for more detail), as a structure, to revise previous content. These are useful assessment for learning opportunities and feedback is given to groups or the whole class as identified. It is expected that concepts will be re-visited during mental and oral starters. Teachers will decide what concepts need to be re-visited based on their gap analysis (from summative assessments) and from their Learning Evaluation Books. Recall opportunities are embedded into each week of Maths and teachers use the key language of-

'Last year' – at the start of a block of learning e.g. Place Value – teachers must talk in the language of 'last year' to begin with

'Last term' - this can be related to, or unrelated to the learning objective e.g. in a place value lesson, it wouldn't necessarily have to be recall of place value learning when discussing 'last term'

'Last week' – as above for 'last term'

'Last lesson' or 'Yesterday' – this should be used daily to reinforce the starting point

At least weekly, children are visually presented with this language in a 'recall window' e.g.

Last year	Last term
Draw a half and draw a quarter	List two equivalent fractions for $\frac{1}{4}$
Last week	Yesterday
Match the fractions and decimals...	Show a bar model to demonstrate $\frac{1}{4}$ of 16

Learning Environment and Resources

Each classroom has a central space within the classroom which houses a range of clearly labelled, concrete resources. Children should be actively encouraged to use these manipulatives both through guided Maths, as well as being encouraged to self-select appropriate resources to benefit their learning.

Resources available to children should include at least:

- Numicon (1 box per table)
- Place value counters
- Multilink
- Number fan cards
- Dienes
- Times table grids
- 100 Squares
- Fraction walls
- dice

Each classroom has an up-to-date working wall that reflects the current objective/unit of work being delivered at that time. These components help to give the children the opportunity to achieve their best learning against the objective. The elements to be included on the wall are

- Focus (this will be the focus of the sequence e.g. fractions)
- Vocabulary (to support this week's topic)
- Outcomes / objectives / targets (e.g. to calculate a fraction on an amount, to compare unit fractions)

- WAGOLL (this may be of processes, calculations as set out in the calculation policy, Steps to Success modelled)

Home Learning

The theme and content of Maths home learning reflects the current unit of work and objectives that are being delivered in the classroom. This is either by a worksheet, activity/game or digitally via MyMaths on MyMaths.co.uk (see appendix table at end for more detail). Each week, the content is stuck inside the homework books.

Children also have access to learning platforms such as Timestable Rockstars (see appendix table at end for more detail) so that they can continue to develop their recall skills.

Impact

Baselines, starting points and assessment for learning

Year 3 pupils joining Dobcroft Junior School will receive a baseline assessment when they start with us (from week 3 onwards). This happens for all Year 3 children in order to determine which aspects of the Key Stage 1 curriculum remain embedded and also to identify gaps in learning. We use past National Curriculum tests to achieve this baseline measure and capture it within our SIMS mark sheets.

Before each new sequence of learning, in any year group, it is important that **starting points** are identified through accurate teacher assessment and/or prior learning. A **pre-learning task** is given before the start of each unit to enable the teachers to identify the pupils' starting points. White Rose and Focus have useful pre-learning tasks.

Throughout the sequence of learning, regular **assessment for learning (AFL)** will take place in order to re-shape and tweak the next stages of teaching and learning.

The assessment for learning results and assessment information against the learning objective from pupil workbooks will be captured in the Whole Class feedback book Learning Evaluation Books are used to track the progress of pupils in maths. By using this approach, teachers record at the end of each lesson (against each key objective) the standards the pupils have met by noting those who have achieved the greater depth standard and those that are working towards the year group standard. Teachers are then able to use this information to plan further learning, intervention groups, recall opportunities and report to parents and carers at key points of the year; including end of year reports. ***(for more detail, see section 7.1 Learning Evaluation Books and Whole Class Feedback marking and feedback principles).***

Both lesson evaluation and AFL will be the key tools in deciding which children may require addition intervention – be it a set intervention (e.g. assembly times) or a brief 'fix it' session. For more detail, see section ***7.9 Interventions.***

Summative assessments

Summative assessments are completed once a term (three times a year) in Years 3, 4 and 5 so that teachers can complete a careful gap analysis which will inform them of objectives that will need re-visiting (recall) as a whole class and any objectives that can be targeted during a specific intervention. Year 6 follow this model, but will assess additionally in order to fully prepare children for the End of Key Stage Assessments by becoming familiar with the style of the papers and to also more regularly conduct gap analysis as the teaching year is shorter.

White Rose assessments are used for Years 3-5 (while Year 6 use previous SATS papers). After the assessment, a gap analysis will be completed to highlight any gaps in learning that will need to be revisited.

All year groups will be assessed at 3 points during the year:

- Autumn 2
- Spring 2
- Summer 2

Celebration

We celebrate maths within our school by choosing a 'Maths Champion' per year group, every half term. The child chosen is someone who has gone above and beyond in their maths learning and has done their utmost to achieve their potential.

Appendix

Please see the table below which further clarifies how elements of implementations and impact are used in the classroom and beyond.

Element	Summary	Year group expectations			
		Y3	Y4	Y5	Y6
Timestable Rockstars	Every child has a login they use throughout school from year 3. TT Rockstars can be used at home and in school. Teachers may wish to use a morning work slot as TT Rockstars time.	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Recall multiplication and division facts for multiplication tables up to 12×12 . *Year 4 teachers would probably want to aim for the N/C objective above by summer term. In Autumn and Spring term, they would want to focus on certain tables. E.g. Autumn term = 3, 4, 6 and 8 tables. See Times tables progression doc.		
My Maths	My Maths is a digital platform in which children can complete home-learning tasks. Every child has a login they use throughout school from year 3	Teachers may choose to set maths home-learning tasks for children to complete via the My Maths website.			
Big Maths- Clic	CLIC challenges focus on basic skills, building from single digit addition through to more complex calculations and are used as a tool for recall. Clic tests are accessed through 'Big Maths' It is the teacher's choice how they want to use Clic test for their class. Examples of how to use it are: <ul style="list-style-type: none"> Guided Clic test as a whole class Guided Clic test for a specific focus group whilst the rest of the class complete independently. Independently complete Clic test If whole class completing independently, once a child has achieve full marks for 3 consecutive weeks they can move onto the next Clic.	Complete a Clic test once a week. Starting Clic (guideline): Clic 10	Complete a Clic test once a week. Starting Clic: (guideline): Clic 13	Complete a Clic test once a week. Starting Clic (guideline): Clic 16	Complete a Clic test once a week. Starting Clic (guideline): Clic 19
Big maths – Learn its	'Learn its' are another tool for recalling facts and are used once a week. 'Learn Its' challenges focus on number facts including: <ul style="list-style-type: none"> Times tables Basic calculations Number bonds. Learn its are accessed through 'Big Maths'	Term 1 – Step 8,9,10 Term 2 – Step 9,10,11 Term 3 – Step 10,11,12	Term 1 – Step 11,12,13 Term 2 – Step 12,13,14 Term 3 – Step 13,14,15	Ultimate Learn its challenge	Ultimate Learn its challenge

8.3 Science- Subject Leader: Fiona Taylor

Intent

Please refer to the whole school subject overview for Science. This outlines the progression of knowledge and skills to be taught from year 3 to 6. These objectives are based upon the National Curriculum which aims to ensure that all pupils: develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics; develop an understanding of the nature, processes and methods of science through enquiry that helps answer specific questions about the world around them; and ensure that pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and in the future. Every unit of work begins with a KLP outlining what will have been taught previously and new learning to take place.

Implementation

Science is taught as an individual subject, but where appropriate may be in the context of a larger topic or theme. For example, the Living Things and their Habitats topic may be taught as part of a broader topic about Global Biomes. Teachers may wish to group learning over a period of days or weeks, as appropriate to their class and other planning.

Investigative Science

Each lesson should contain an element of practical investigation taken from the 5 types of investigation stated in the National Curriculum: Identifying and Classifying things; Observing Change over Time; Looking for Naturally Occurring Patterns; Comparative and Fair Testing; and Researching from Secondary Resources. There is no longer an expectation to record a full investigation within every topic. Rather, the method of recording should match the learning for the lesson. However, it is still good practise to see a full investigation through from start to finish and therefore, a full investigation write-up should occur once in every year group in either written form or as an oral presentation.

Recording

The majority of learning within science will be recorded in Science books. If this is not possible, then evidence will be shared on our school blog. The use of ICT and computing skills are encouraged within science lessons if they enhance the children's learning and/or allow children alternative ways to present their work.

Outdoor Learning

We are very lucky to have a range of outdoor spaces to support the teaching of science: nature garden; field and hedgerows; Marjorie's Garden (when complete); flat and sloped playgrounds and nearby Ecclesall woods. These spaces should be used where and when appropriate to support learning in science.

Resources

There is a Science Cupboard to store general science resources. These have been divided into year groups to allow for easier access, however, some resources may be used in a variety of year groups and therefore should be clearly labelled and stored neatly. It is up to each year group to ensure their section remains tidy and safe. Teachers are responsible for ensuring that topics they teach are effectively resourced and can speak with the science leader with regards to ordering additional resources if items are needed. Advice can be sought from the Science Leader if teachers are unsure what resources or activities would be best to cover certain objectives.

All science lessons follow our overarching teaching and learning principles as outlined above with regards to the mastery approach, engagement, sequential learning and recall

Enrichment

We hold an annual **Science Week** to broaden and extend children's science capital. In addition, we have a squad of **Science Ambassadors** who promote investigative science to younger pupils. UKS2 pupils are invited to interview for the role of Science Ambassador early in each academic year. These pupils will receive 1 day's training from The Ogden Trust Partnership of schools. Here they will meet and work with Science Ambassadors chosen from other school (KS1 and KS2), learn a range of investigations and develop their presentation skills. Once back in school, our science Ambassadors will lead a series of lunch time clubs for LKS2 pupils and work in conjunction with Science Ambassadors from Dobcroft Infant School to provide one-off experiences throughout the year – some of these being family learning opportunities.

Ogden Trust Partnership

The Science leader is a member of the Ogden Trust Partnership which is made up of science leads from a range of local schools and representatives from both Sheffield Hallam University and The Ogden Trust. The aim of the partnership is to support and enhance teaching and learning within science and to create a close-knit network of support for teachers. In addition, membership of this partnership gives access to a range of high quality CPD, resources and events for pupils.

Impact

Science Assessment Tracking

The science assessment tracking documents are used to track the progress of pupils in Science. By using Lesson Evaluation books, teachers record at the end of each lesson (thus against each key objective) the standards the pupils have met by noting those who have achieved the greater depth standard and those that are working towards the year group standard. **The science assessment tracking documents** should then be completed at the end of each unit of work. These documents are monitored by the science leader on a termly basis.

As well as ongoing assessment, teachers will give summative assessments with a mixture of formal assessments and focussed assessment tasks based on the learning for the topic. For example, after learning about how animals adapt and evolve to suit their habitat, children might design their own animal designed to thrive in the Amazon Rainforest. These will be planned into each unit of work at key points. At the end of each topic, teachers will update their class's Assessment Tracker to highlight children not yet meeting the expected standard for their year group and children working at greater depth (as detailed in the Assessment Tracker). These trackers are to move between teachers as children progress through the school and should give a starting point for tailoring future planning.

Teachers are able to use both these documents to plan further learning if required and report to parents and carers at key points of the year; including end of year reports.

All pupils have a Science book (see above) for lower and upper key stages. Books and assessments will be moderated to ensure the correct evidence is collated to assess children at the end of Year 6. Moderation and book looks will be carried out at least once a year by the science leader.

8.4 Art & Design- Subject Leader: Joanna Harrison

Intent

Please refer to the whole school subject overview for art & design. This outlines the progression of knowledge and skills to be taught from year 3 to 6. The aim in our school is that pupils build up their knowledge and skills each year in the 3 areas of sculpture, printing, drawing & painting.

Implementation

By the end of each academic year, children will have experienced **3 units of work (one per term)** focusing on three different elements of: sculpture, painting & drawing and printing. If relevant the theme may link with other areas of the curriculum. For example sculpting rainforest animals relating to geography & science learning. Each unit of work is introduced with a KLP, which reviews prior learning and outlines all of the new skills and knowledge to be taught. Within each unit of work famous artists & designers are also studied.

Sketch Books

Children have a sketch book for upper and lower key stages. These are a fundamental part of our art curriculum and their use is outlined in the subject overviews. As such reference to how they are to be used in a lesson and the importance of them being of high quality should be reinforced and noted on the medium term planning. In addition to work in sketch books children should be given the opportunity to produce larger pieces of art work- both individually and as part of a collaborative piece.

Resources

It is the year group's responsibility to order any materials needed to complete the unit of work **via the subject leader**, as well as ensuring equipment is well-maintained and replaced when necessary. Art resources are kept in the science cupboard or stored centrally within year group teams.

Colour mixing is a fundamental part of art & design and as such we only order paint in the primary colours and white and black. Teachers should then teach the children how to mix these colours for their work.

Enrichment

Throughout the year there are several opportunities for pupils to enter external art competitions and these are promoted and co-ordinated by the art subject leader. Several of our after school clubs also focus on art and design and give children further opportunity to develop in this area.

Impact

Children's sketchbooks and larger pieces of work identify the process children go through to build knowledge, understanding and skills in art & design. Teachers record either at the end of each lesson the standards children have met by noting those who have achieved the greater depth standard and those that are working towards the year group standard. Teachers are then able to use this information, to plan further learning and report to parents and carers, at key points of the year; including end of year reports.

8.5 Computing- Subject Leader: Paul Harrison

Intent

Please refer to the whole school subject overview for Computing. This outlines the progression of knowledge and skills to be taught from year 3 to 6. These objectives are based upon the principles of the ***Sheffield Primary Computing Scheme of Work***. This organises learning into 5 key stands, which are revisited each year, with progression across the key stage. Every unit of work begins with a KLP outlining what will have been taught previously and new learning to take place.

Implementation

Computing is taught as an individual subject, but where appropriate may be in the context of a larger topic or theme. For example: Communicating through Media Design in Year 6 may allow children to create packaging for soup they created in DT.

Each unit that is to be taught has a guide to the knowledge and suggested programs to support learning – these guidea are available on StaffShare.

All Computing lessons follow our overarching teaching and learning principles as outlined above with regards to the mastery approach, engagement, sequential learning and recall.

All pupils have a Computing book (see above) for lower and upper key stages. Most work is saved on PupilShare, but a key piece of work should be printed out from each unit and kept in the book. For projects that have an outcome that would be printed, such as posters and media design – this allows them to be realised. For other projects, it allows a record of work that can be shared with stakeholders easily, including parents.

Each class should have a folder in which they save their work on PupilShare. This will contain a folder for each child, and in this they will organise work by year group and by unit name. The class folder will be renamed for each as the class progress through the school.

Timetable & Resources

Lessons will take place weekly, using our computer room – known as 'The Snug'. There is a fixed timetable, with some spare slots that can be booked as necessary by teachers.

Some lessons do not require the use of computers as they focus upon the understanding behind the technology we use. For these weeks, it is highly recommended that the computer room slot is used to develop learning in other subjects through the use of computers.

A set of iPads are bookable for lessons to support learning through using technology.

It is the responsibility of all teachers and staff to ensure the Snug, ipads and laptops are looked after and cared for at the end of any teaching session. Any issues should be reported to the subject leader and any technical problems should be noted on the ICT help desk. Children should not be allowed to access technology without the permission and supervision of staff. Please also refer to our acceptable usage policies for pupils and staff.

Impact

Lesson Evaluation books are used to track the progress of pupils in Computing. By using this approach teachers record at the end of each lesson (thus against each key objective) the standards the pupils have met by noting those who have achieved the greater depth standard and those that are working towards the year group standard. Teachers are then able to use this information to plan further learning and report to parents and carers at key points of the year, including end of year reports.

As well as ongoing assessment teachers may give summative assessments in an engaging way; for example an end of unit quiz, mind mapping of learning, recap of vocabulary from the KLPs.

8.6 Design & Technology (D.T) - Subject Leader: Claire Field

Intent

Please refer to the whole school subject overview for D.T. This outlines the progression of knowledge and skills to be taught from year 3 to 6. Design and Technology is a creative and practical subject. Each unit of work (3 per year group) is developed around a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wide environment) and builds on a child's knowledge, understanding and skills to design and make a product.

Implementation

By the end of each academic year, children will have experienced **3 units of work (one per term)** focusing on three different elements: construction materials, ingredients and textiles. Children review previous learning as well as new skills, techniques, equipment and vocabulary by reviewing a KLP for the unit of work. If links can be made to other subjects to help children understand the context of the learning, however this is not essential.

There is no specific order each of the elements (design, make, evaluate, technical knowledge) of D&T should be taught in. However teachers should endeavour to make the order logical.

Resources

Many resources for D.T are located in the science cupboard or stored centrally with year group teams. It is the year group's responsibility to order any materials needed to complete the unit of work **via the subject leader**, as well as ensuring equipment is well-maintained and replaced when necessary.

All pupils have a D.T book (see above) for lower and upper key stages.

Impact

Children's workbooks together with photographs of the final product identify the process children go through to build knowledge, understanding and skills to design and make a product each term. Teachers will use the learning evaluation books to track the progress and the standards children have met by noting those who have achieved the greater depth standard and those that are working towards the year group standard. Teachers are then able to use this information, to plan further learning and report to parents and carers, at key points of the year; including end of year reports.

8.7 French - Subject Leader: Amy Scammell

Intent

Please refer to the whole school subject overview for French. This outlines the progression of knowledge and skills to be taught from year 3 to 6. At Dobcroft the intention of our MFL curriculum is to develop an interest in and passion for learning other languages. The introduction of the learning of the French language and an understanding of its culture is performed in a way that is both enjoyable and stimulating. In each lesson children will be exposed to the essential skills of listening, reading, speaking and writing. In comparing our own culture with that of France and other French-speaking countries we aim to build on children's 'cultural capital' to help with their future success in society and as they progress as language learners.

Implementation

Our MFL curriculum has been designed to progressively develop skills in French. The scheme of learning has been developed to provide children with a bank of core vocabulary that they can build on year-on-year and covers a range of topics pertinent to our children. In this way we can ensure that learning and skills are progressive.

All children in KS2 are taught French in a weekly discreet lesson. This is delivered by Mrs Creaghan our PPA French teacher. We also celebrate languages in the European Day of Languages, usually held in September. Within lessons, taking into account children's different learning styles, our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. The use of cooperative learning in French lessons allows all children to build confidence at speaking and writing tasks in a safe and secure environment.

The KLP at the start of each half term will allow children and parents to familiarise themselves with language and grammar points needed for that topic of work.

8.8 Geography - Subject Leader: Ellie Fee

Intent

Please refer to the whole school subject overview for Geography. This outlines the progression of knowledge and skills to be taught from year 3 to 6.

We endeavour to teach pupils in an engaging and practical way; including fieldwork, which allows them to apply their geographical knowledge and geographical skills to a range of learning opportunities. We aim for children's skills to develop progressively, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

Implementation

Geography is taught as a topic focus for the term as a key topic (as is History). Each year group have two to three Geography topics, which are to be covered over the year.

Lessons are carefully planned in order to ensure that all children are well supported in their learning and that opportunities for challenge are present. We also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work. Each unit of work is introduced with a KLP, which reviews prior learning and outlines all of the new skills and knowledge to be taught.

Within lessons, children will be given the opportunity to use a variety of data, such as maps (paper and digital), statistics, graphs, pictures, and aerial photographs. Children are also able to research information through the use of the internet.

Resources

As fieldwork is an integral part of Geography teaching, all teachers are encouraged to organise visits that will enable pupils to explore life beyond the classroom and extend their knowledge of the world around them e.g. local walkways and woods.

We continually review resources and we have sufficient resources in our school to be able to teach all the geography units. Every classroom has a globe on display and there are atlases stored in a central bookshelf within school. Fieldwork equipment is stored within a central storage cupboard and there are a range of Geography topic books within each classroom.

Impact

Children`s Geography books identify the process children go through to develop the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Within the children`s books, progression of skills will be evident. Children will be able to discuss their learning and demonstrate their skills through a range of activities.

Lesson evaluation books are used in order to track the progress of pupils in Geography. This approach enables teachers to identify the standards the pupils have met by noting those that have achieved the greater depth standard and those that are working towards the year group standard. This information can then be used to plan subsequent learning and report to parents and carers at key points in the year; including end of year reports.

8.9 History - Subject Leader: Jenny Winters

Intent

Please refer to the whole school subject overview for history. This outlines the progression of knowledge and skills to be taught from year 3 to 6. The aim in our school is that pupils develop their abilities to think critically about the history they learn. They should regularly ask questions, weigh evidence, sift arguments, and develop perspective and judgement. By Y6 students should have an overview of world history from the Stone Age to Present Day.

Implementation

By the end of each academic year, children will have explored at least two significant historical periods. They will be given the opportunity to handle, observe and ask questions about artefacts, pictures and stories from the past. They will develop an understanding of cause and effect and the importance of chronology. They will be able to place events and significant people in date order. They will be taught key vocabulary and how to analyse different interpretations. Pupils will be able to compare events of the past to help them to think critically, ask pertinent questions and make predictions about why events in history happened.

These skills will be revisited and improved upon throughout KS2. Each unit of work is introduced with a KLP, which reviews prior learning and outlines the new skills and knowledge to be taught. As they travel through ks2 the expectation is that the level and complexity of their questioning, chronological understanding and the ability to compare and contrast will increase.

Resources

Each year group is responsible for their own historical resources, which are kept in a central location for that year group. Each classroom has a timeline which covers Stone Age to Present Day. The expectation is that these should be referred to (added to if appropriate) throughout key learning points. This will provide a visual reminder for chronological understanding - help children to revisit prior learning and start to ask historical questions about cause and impact.

Children will record most of their learning in a history book. However, larger topic based activities may be recorded elsewhere. For example, drama or art. Where possible, pictures of these should be recorded into their history book.

Enrichment

Children will experience a range of enrichment opportunities at Dobcroft Junior School. From historically linked class readers to practical learning and storytelling. Each year group have the opportunity to immerse themselves in historical

role play. This may take place in the classroom, with class teacher or with specialist teachers both on and offsite. Children have the opportunity to use drama and art to use tools, handle artefacts and make direct comparisons between their lives and the lives of children in the past. These opportunities are designed to help children to make links between cause and effect, use accurate vocabulary and understand the order of events. Where appropriate, history will be explored through other lessons, increasing the children's understanding of how events can change the world.

Enrichment at Dobcroft is designed to excite interest, provoke quality questioning and create a broad understanding of life in Britain, both past and present, and of how Britain has impacted the rest of the world.

Impact

Children's books and larger pieces of work identify the process children go through to build knowledge, understanding and skills. Comparisons between the complexities of work produced, help to build the correct level of challenge for the following unit. For example, Y3 pupils would be expected to populate a timeline with key facts, this would eventually lead onto Y6 pupils creating their own timeline and comparing several different civilisations / events.

Teachers record either at the end of each lesson the standards children have met by noting those who have achieved the greater depth standard and those that are working towards the year group standard. Collating all this information, aids further learning and helps accurate reporting to parents and carers, at key points of the year; including end of year reports.

8.10 Music - Subject Leader: Emma Waggott

Intent

Please refer to the whole school subject overview for Music. This outlines the progression of knowledge and skills to be taught from year 3 to 6. These objectives are based upon the National Curriculum Music programmes of study for key stage 2. In our school we focus on the composing, performing, listening, appreciation and understanding of music, whilst developing children's confidence in singing and playing instruments. Every unit of work begins with a KLP outlining what will have been taught previously and new learning to take place.

Implementation

Music is taught as an individual subject by a music specialist (Mariam Dawson- HLTA), but where appropriate, may also be included in the teaching of topics within the classroom by class teachers. Music is taught on a rotational basis (during PPA time) with years 3, 4 and 6 receiving 2 lessons within a 3-week period, whilst year 5 (bulge year) receives a lesson each fortnight. All lessons are for a duration of 1 hour. These lessons take place in the DASH mobile opposite the hall. All Music lessons follow our overarching teaching and learning principles as outlined above with regards to the mastery approach, engagement, sequential learning, and recall. All pupils have a book for music for upper and lower key stage.

Resources

The vast majority of music resources are stored in the DASH mobile. It is the role of the subject leader to monitor and maintain the music resources, however all teachers are responsible for requesting new resources.

Whole School Singing & Performing

Elements of Music are also taught in whole school and year group singing assemblies. There is a weekly whole school singing assembly. We are proud to be part of Young Voices and much of our whole school singing is driven by the challenging and inspiring musical experience. Singing and playing tuned and untuned percussion instruments are also taught for performances and celebrations. These might be internal or external performances where children are playing instruments and singing, individually and in a group (e.g. Young Voices and the Spring Music Concert). Pupils are encouraged to bring in their own instruments as well as using the resources we have in school for class music lessons.

We endeavour for all children to have the opportunity to sing and perform on stage throughout their time with us. As such we have the following performances

Year 3- performance for parents autumn 1 (often relating to harvest or Diwali)

Year 4- performance for parents autumn 2

Year 5- performance to parents in Spring 2 (usually relating to current learning/theme)

Year 6- performance to parents in summer 2

Musician of the Month

This is promoted and taught through whole school assemblies and is co-ordinated by the music subject leader.

Peripatetic Music Lessons

External peripatetic teachers (accredited by the Sheffield Music Hub) teach individual and small group music lessons for twenty- or thirty-minute slots during the school day.

Impact

Lesson Evaluation books are used to track the progress of pupils in Music. By using this approach, teachers record at the end of each lesson (thus against each key objective) the standards the pupils have met by noting those who have achieved the greater depth standard and those that are working towards the year group standard. Teachers are then able to use this information to plan further learning and report to parents and carers at key points of the year, including end of year reports.

As well as ongoing assessment, teachers may give summative assessments in an engaging way; for example, an end of unit quiz, mind mapping of learning, recap of vocabulary from the KLPs.

8.11 Physical Education (P.E.)- Subject Leader: Rachel Conroy

Intent

Please refer to the whole school subject overview for PE. This outlines the progression of knowledge and skills to be taught from year 3 to 6. The overview has been carefully planned to ensure that the learning objectives across each term, for each year group, enable our children to develop and embed a range of skills in gymnastics, games, dance and swimming. This links with the National Curriculum requirements, our wider school curriculum, our whole school development plan and the needs of the children in our school. We also ensure that the children are educated on the importance and impact of physical activity on their bodies, health and well-being. Beyond the National Curriculum we also aim to deliver **30 minutes of physical activity each day** through many of the strategies listed below (implementation) and use a significant proportion of our sports funding to drive this approach.

Implementation

Physical Education is taught as a discrete subject but where appropriate, links are made with our wider curriculum. For example in Year 3, the children learn an Ancient Greek dance linking with the history of the Ancient Greeks. Our skilled class teachers plan and teach lessons enabling each child to develop a range of skills within our PE curriculum. Lessons are inclusive and our SEND and vulnerable children are encouraged to participate through the deployment of effective teaching strategies with appropriate targeted support and intervention.

Timetable

The timetable for PE provides each child with one hour of high quality lessons with their class teachers each week - learning gymnastics and dance skills. Our specialist games coach teaches during PPA afternoons on a rotational basis (during PPA time) with years 3, 4 and 6 receiving 2 lessons within a 3-week period, whilst year 5 (bulge year) receives a lesson each fortnight. Our staff are provided with professional development and training opportunities

to ensure high quality, purposeful lessons are developed with specific and progressive learning objectives. Each lesson is structured with a specific learning objective, differentiated activities and Steps to Success or a Success Criteria.

Physical Activity throughout the Day

In addition to the timetabled sessions strategies are adopted to increase pupil's physical activity throughout the day. These include:

- Active classroom learning - using standing desks, collaborative learning styles
- Outdoor learning opportunities
- Active assemblies

Swimming

The Year 4 cohort attend swimming lessons at Mylnhurst School with the aim for each child to have the ability to swim 25m and be knowledgeable in water safety.

Extended Schools Offer & Enrichment

Our comprehensive extended schools offer gives every child the opportunity to become involved in competitive sports. These include

- Daily lunchtime clubs run by Ms Powell and other teachers
- Afterschool clubs, run by external providers
- Whole school Summer Games event (Sports Day)
- An annual sponsored run event and this helps our school to raise funds for specific sports related projects
- Twice-weekly Change 4 Life clubs - targeting specific groups of children
- Lunchtime Sports Leaders sessions run by Y6 pupils
- Termly bike it breakfasts
- Residential visits- Every child in our school has the opportunity, each year, to experience a residential trip where the focus is generally on outdoor adventure activities developing life skills, resilience and positive mind-sets where our children face new challenges which require perseverance and determination.

P.E Kit- pupils & staff

During lessons children and teachers are required to wear school PE kit and class teachers ensure that healthy and safety guidelines are adhered to.

Pupils' PE kit

- Black shorts or leggings
- White T-shirt
- Plimsoll or trainers
- No jewellery. Watches, bandanas, snoods etc should be worn

- Hair below shoulder length should be tied back

Staff who teach PE may order a school hoodie via the school office.

It is the class teacher's responsibility to inform the office of the names of any children who do not have a PE kit in school. A text message will then be sent home to parents.

Resources & Equipment

We are fortunate to have adequate resources for lessons and enrichment activities and have invested in our outdoor spaces. For example recently purchasing a long jump pit and an outdoor gymnastics area. It is the responsibility of all teachers to ensure the gymnastic equipment is returned to the correct place (there are photographs on the wall in the hall to help) and that the PE store in the hall is kept safe and tidy for the next teacher to use. Children should not enter the PE store unsupervised, unless directed by an adult: for example Y6 sports leaders. It is the responsibility of the PE subject leader to oversee the quality and quantity of resources and if teachers wish to purchase additional resources or notice that equipment is running low then this should be raised with the subject leader.

Sports Premium

In accordance with Government guidelines, the Sports Premium is used to make additional and sustainable improvements in the implementation of PE, physical activity and sport in our school. A comprehensive budget and impact statement is evidenced on our website and updated each year.

Impact

The overall aim of our PE curriculum is to build upon the learning from KS1 and to ensure that all children have progressively covered the requirements of the PE National Curriculum. A high percentage of our children attend lunchtime and after school clubs and half-termly achievement assemblies ensure that the profile of PE is high in our school. Leadership opportunities give children the opportunity to be nominated for house and vice captains and numerous active awards are given for attending clubs and being an excellent role model to their peers.

We believe that the children from Dobcroft have the opportunity to embed a range of skills, knowledge, coaching opportunities and team working skills to prepare them for the next stage of their education.

Each term, class teachers and our specialist games coach carry out assessments from a given set of skills and make judgements as to whether the child is working towards, at or above age related expectations. This enables teachers to ensure lessons are appropriately differentiated so that all children make progress. This structure ensures pupils' learning is challenged and that children continue to make progress throughout the school. The subject leader communicates regularly with class teachers, provides support and coaching as required to ensure that learning is progressive, teachers have high expectations and that the children are inspired to try hard and achieve their best.

8.12 Religious Education (R.E.)- Subject Leader: Janine Farrah

Intent

Please refer to the whole school subject overview for RE. This outlines the progression of knowledge and skills to be taught from year 3 to 6. These objectives are based upon the principles of the ***SACRE scheme of work 2019*** . <https://www.learnsheffield.co.uk/Partnerships/SACRE>

In our school we focus on the religions that reflect our school community and as such teach (but not exclusively) about the religions of Christianity, Islam and Hinduism. Every unit of work begins with a KLP outlining what will have been taught previously and new learning to take place.

Implementation

Religious Education is taught as an individual subject, but where appropriate may be in the context of a larger topic or theme. For example the Life of Guru Nanak may be taught as part of a topic all about India. Teachers may wish to group learning over a period of days or weeks, as appropriate to their class and other planning.

All R.E. lessons follow our overarching teaching and learning principles as outlined above with regards to the mastery approach, engagement and sequential learning.

Assembly

Elements of R.E. are also taught in whole school and year group assembly, for example the Easter story; the Festival of Hannukah. These are planned for by the senior leadership team and allow for children to explore other religions, cultures and world views relevant to their key stage.

Resources

All pupils have an R.E book (see above) for lower and upper key stages.

There is a full set of Bibles on the shelves outside the Snug. In addition to this there are copies of the Quran in school in certain classroom. It is the responsibility of the class teachers to request resources for R.E. via the RE subject leader, giving plenty of notice for the order to be made.

Impact

Lesson Evaluation books are used to track the progress of pupils in R.E. By using this approach teachers record at the end of each lesson (thus against each key objective) the standards the pupils have met by noting those who have achieved the greater depth standard and those that are working towards the year group standard. Teachers are then able to use this information to plan further learning and report to parents and carers at key points of the year; including end of year reports.

As well as ongoing assessment teachers may give summative assessments in an engaging way; for example an end of unit quiz, mind mapping of learning, recap of vocabulary from the KLPs.

9. Personal Development

Subject Leaders:

PSHE- Laura Collis

Online safeguarding- Paul Harrison

Sex, Relationship Education- Jenny Winters

Intent

In addition to teaching the subjects outlined in the National Curriculum, we also recognise and value the wider curriculum and the importance school plays in delivering this; with regards to preparing children for life beyond primary school. As such we have a whole school overview that combines the following areas of learning: **PSHE (personal, social, health, economic), Online Safeguarding & Sex, Relationship Education**. This document is located on staffshare and as with all other subjects outlines the intent with regards to progression of skills, knowledge and key concepts to be taught throughout the key stage.

- **PSHE- we follow the Jigsaw scheme of work**
- **Online Safeguarding- we follow the Sheffield Online Safeguarding scheme of work**
- **SRE- We follow the Sheffield City Council scheme of work developed by Learn Sheffield**

Implementation

It is at the discretion of the class teacher when the delivery of these objectives take place. Online safeguarding may be reinforced during the weekly computing lessons, but the majority of the Personal Development objectives will be taught though fortnightly class assembly time and lesson time. On average teachers need to plan for 20-30 minutes per week to deliver the personal, social and health curriculum.

All pupils have a personal development book to record any work, for upper and lower key stage.

Impact

As with all other teaching and learning in school, teachers assess pupil's progress and development in this area of the curriculum through ongoing teacher assessment. No formal recording and assessment are made, however teachers will comment upon pupil progress at parent's evenings and when making final comments on school reports at the end of the year.

10. Social, Moral, Spiritual & Cultural Education (SMSC)

Subject leader- Nicola Sexton

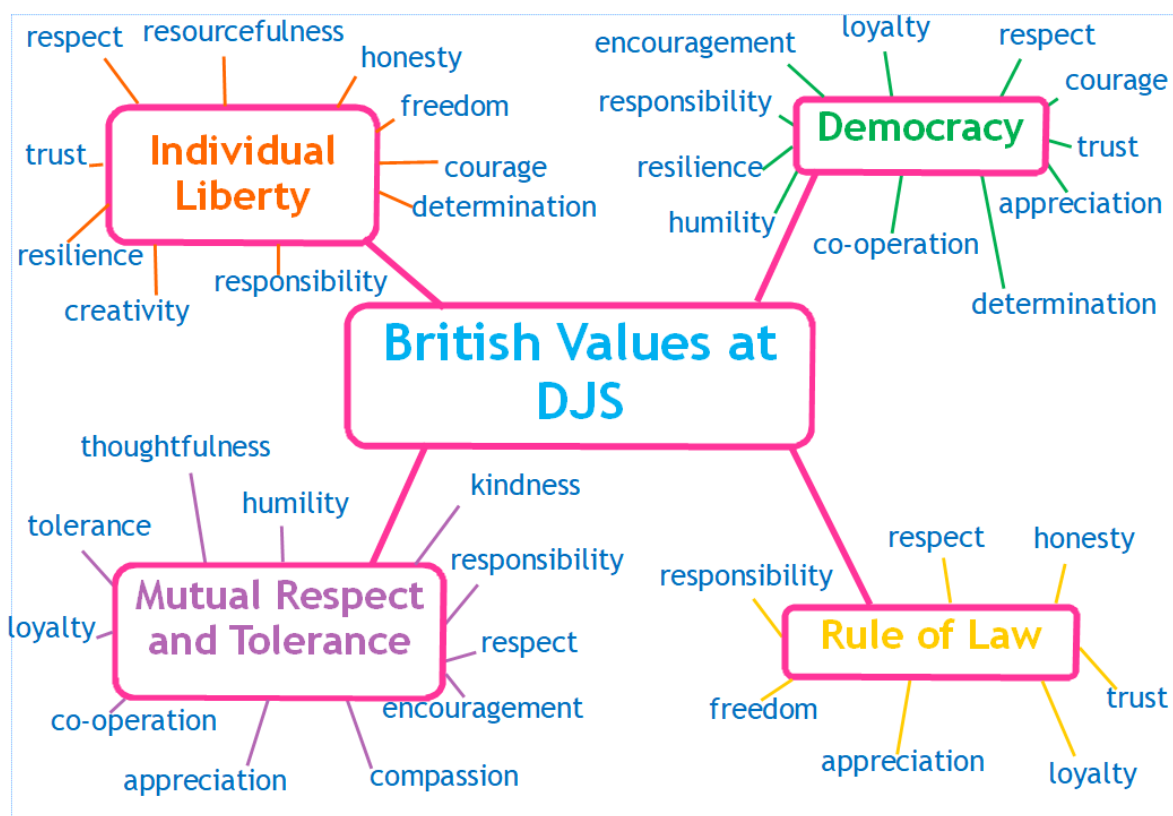
Our school curriculum also promotes the spiritual, cultural, mental & physical development of pupils and endeavours to prepare pupils for the opportunities, responsibilities and experiences of later life.

Dobcroft Junior Values & British Values

A fundamental element of school life at Dobcroft Junior School are our 19 School values:

cooperation	freedom	honesty	trust	determination
courage	loyalty	respect	responsibility	thoughtfulness
encouragement	compassion	resilience	creativity	humility
appreciation	kindness	resourcefulness	tolerance	

These values are the golden thread that weaves through our curriculum. When discussing them with pupils we also make the direct link with how they link to The British Values. See below:



Our School Values are promoted and referred to in the following ways:

2 values are promoted each half term:

- In whole school assembly
- In weekly class or phase assembly
- Throughout teaching & learning
- Head teacher wards that reward these values
- The half termly Warrilow trophy for children who display all of these values

These values play a key part in a child's SMSC development and the overall ethos of our school community.

SMSC in the Curriculum

In addition to our school values we also promote pupil's SMSC through a variety of experiences, some of which are listed below.

SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> ▪ Assemblies recognise key festivals in all religions and special days ▪ RE curriculum using Agreed Syllabus ▪ Harvest Festival Year 3 assembly and the support of the Cathedral Archer Project. ▪ Easter Assembly, exploring the Christmas Story ▪ Christmas Assembly, exploring the Christmas Story ▪ Year 3 visit to Millhouses Church Christmas Tree Festival ▪ Speakers in assemblies to discuss impact on lives; Baz / Fulwood Church / Pupils / Others
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> ▪ RE Curriculum discussions ▪ Show and Tell in Year 3 where children can share their activities outside of school (including celebrations of religious festivals) ▪ Encouraging pupils to share their beliefs with their classes and during assembly

Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> RE Curriculum PSHE curriculum P4C sessions Global learning elements throughout all the topics across school
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> Implementation of new positive behaviour strategy Charity and fundraising events throughout the year - Charity Days, Children In Need, Pupils' Parliament electing a local and national charity annually, Comic Relief, Christmas Jumper Day RE planning and curriculum; knowledge and response Opportunities for pupils to reflect on the DJS values Healthy Minds
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> RE curriculum PSHE curriculum Positive behaviour policy Pastoral work and support in the Butterfly House/in class/in social groups Nurture provision Healthy Minds
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> Dobcroft Values and Mottos - including a larger whole school focus on politeness, kindness and respect. On display around school. Positive behaviour policy to reward hard work, effort and manners Reinforcing concepts in whole school assemblies Half-termly focus values and Values Champions Warrilow trophy for exemplifying the School Values Class charters in all classes Pupils' Parliament - regular meetings, elected by classes, display
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'. 	<ul style="list-style-type: none"> Focus on deepening, varied and differentiated questioning from teachers and support staff - observed during lesson observations and learning walks Training on AFL techniques for all children's engagement and participation CPD Values assemblies promote children contributing to the initial input in terms of thoughts and ideas. The following sessions are then reactive to what the children have said / requested / proposed <i>e.g. What responsibilities do we have here at DJS? Do we have any gaps?</i> - Children responded that they would like to take more responsibility over assemblies to present topical issues important to our school. This was then put into practice.
MORAL	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	<ul style="list-style-type: none"> Positive Behaviour Policy with flowers in each class All behaviour choices linked to our '5 Bees' Positively worded whole school mottos and expectations Regular updates and reinforcement in assemblies Half termly Headteacher's Awards and Warrilow trophy celebrations Whole School Write 'Champions' Whole school house point system with House Captains and Vice Captains Clear values promoted across the school and on display in every classroom
Promoting racial, religious and other forms of equality.	<ul style="list-style-type: none"> Time spent studying different faiths In history, focus on the decisions of key historical figures and debate their judgements and moral viewpoints. Positive Behaviour Policy

Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.	<ul style="list-style-type: none"> ▪ Pupils' Parliament
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	<ul style="list-style-type: none"> ▪ Online Safety input and annual Safer Internet Day ▪ Bullying lessons, assemblies and awareness in PSHE and during Anti Bullying Week ▪ Y6 Drug and Alcohol workshop ▪ Pupils' Parliament makes decisions on spending some funds, charity donations and new dinner menus.
Rewarding expressions of moral insights and good behaviour.	<ul style="list-style-type: none"> ▪ Positive praise ▪ House points system with House Captains and Vice Captains; weekly and termly winners - will be a whole school display showing this too ▪ Achievement assemblies relating to school values, being a good citizen and good learning traits. ▪ Half termly Reading Prizes for the Reading Champions ▪ Half termly Maths Prizes for Maths Champions ▪ Whole School Write celebrations ▪ Raffle tickets and moving to the flower for good behaviour and hard work (positive behaviour policy)
Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.	<ul style="list-style-type: none"> ▪ Recognise days such as Anti-bullying Week. Look at how feels to be "wronged". ▪ Reinforcement in Assemblies - children very clear on expectations ▪ Winning house or winners of class bonus have an extra dress down day ▪ E-Safety Computing planning and policy ▪ Respond to national events in Assemblies or in class ▪ In PE and Sports, the selection policy has clear code of conduct on the pitch and within school. ▪ Red Cross Workshops for Year 6
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	<ul style="list-style-type: none"> ▪ RE planning and curriculum ▪ PSHE curriculum
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<ul style="list-style-type: none"> ▪ Clear school values and 5Bs to be upheld. School value relates to respect for property. ▪ Positive Behaviour Policy with consistent rules across the school ▪ Class charters developed at the start of the year and expectations reinforced by Year 6 House and Vice Captains and Sports Leaders
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> ▪ Whole school, Phase and Class Assemblies ▪ Computing and PSHE acknowledging the positive and negative benefits of the Internet ▪ Visitors as part of the collective worship including Fulwood Church ▪ Wider opportunities in music - Young Voices, peripatetic music lessons, Orchestra ▪ In sport, make clear good sportsmanship, fair play and the shaking of hands

Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> School vision and values displayed in reception Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum and celebrating children's work and achievements Class blogs on the website reinforce learning and a values based education Values and 5Bs on display in classrooms Consistent display within all classrooms with values and behaviour policy as non-negotiables.
SOCIAL	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> Positive behaviour Policy Consistent whole school Bees and Values All staff 'buy into' and promote living by our School values Staff voice and input into the development of our school vision and the principles/values this incorporates
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> All policies have review statement for equality and inclusion. Clear Equality policy which is considered in all policy renewal Competitive Sports Days in Houses Community events; Church visits, Harvest celebrations, multiple performances, Fund raising events, FODs events Family learning through parental talks - KR
Encouraging pupils to work co-operatively.	<ul style="list-style-type: none"> Pupils' Parliament Learning Partners and peer talk during class discussions Wide range of sports clubs and teams Regular competitive sporting events CPD on whole class participation techniques, group work and learning partners Y6 Enterprise project Fundraising Events and charity events Sports Leaders organising clubs at both the Infant and Junior Schools Sports Leaders contributing to the organisation of whole school Houses sport competitions House/Vice Captains and encouraging others in Celebration Assembly Y1/Y4 Science Day collaboration with the Infant School Science Ambassadors Healthy Minds Champions
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> PSHE/P4C when challenging stereotypes. In History, children learn about how different civilisations are organised socially. Y3 work with the Cathedral Archer Project Friendship groups led by Pastoral leader
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> Christmas Productions in Y4 Class Assembly Performances for Y3 and Y5 End of Year Production in Y4 Christmas and Easter Music Young Voices Topics are enhanced and enriched with visitors and trips School Games Day Theme days - World Book Day, TT Rockstars Day, Stone Age Day (dress up and themed tasks) Residential experiences for all year groups Y5 Bikeability
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference,	<ul style="list-style-type: none"> RE planning and curriculum PSHE curriculum School involvement in community events such as remembrance Reflected in our school values; kindness / respect / responsibility / thoughtfulness and our 5Bs; honesty / kindness Y6 visit to Crucial Crew Healthy Minds

moral principles, independence, interdependence and self-respect.	
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> ▪ Whole school assemblies on aspirations, talents and targets ▪ Targeted learning opportunities to see that children can make a wider difference e.g. plastic pollution in Y3 ▪ Philosophy circles
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> ▪ Pupil elections and democratic vote for Pupils' Parliament ▪ History - discussion about democracy and where it stems from ▪ Children write own speeches for Pupils' Parliament ▪ Visits from local MPs ▪ Pupil training for Sports Leaders ▪ Mirror General election with school's own election - all children voted based on the party manifestos ▪ Participating in Remembrance
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> ▪ Pupils' Parliament choose how to raise money and fundraise for charities and involved in whole school change ▪ Children plan further ways to improve our school ▪ Y6 pupils have their roles within Job Squad e.g. recycling officers/computing monitors. Have various responsibilities. ▪ Sports Leaders ▪ Healthy Minds Ambassadors ▪ Science Ambassadors ▪ House and Vice Captains ▪ Children's voice driving changes / additions to our school responsibilities ▪ Healthy Minds Champions
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> ▪ Promoting parents to volunteer to support in school and on visits (i.e. for pupil's learning, reading volunteers) ▪ Effective Initial Teacher Training Links and hosting student teachers ▪ Links with DIS - transition, invitations to plays, joint fundraising and FODs events ▪ SWIP partnership for CPD, links to local schools ▪ SYFS visit to Y3 ▪ Visits to Millhouses Church
CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> ▪ Exploring other cultures including refugees with UNICEF day for change and incorporating the rights of the child within the curriculum ▪ Philosophy circles
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> ▪ Cultural elements in topics studied: Greece / Egypt / ▪ Sharing stories from other cultures and countries in assemblies
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> ▪ Differentiation in planning to challenge pupil's learning ▪ PSHE curriculum looks at and celebrates personal gifts and talents. ▪ Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music (regular competitive sporting events, Young Voices, Dobcroft's Got Talent, Orchestra etc.) ▪ Opportunities for child leadership in areas of strength (Sports Leaders, Science Ambassadors, Healthy Minds Champions, Job Squad) ▪ Y6 Mathematicians participate in Birkdale Maths Quiz

<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> ▪ Participating in European Day of languages where classes learn basics of a new language and complete a 'Mexican Wave' of languages with the Infant School ▪ Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. For example, studied Ancient Greece so studied vases, conducted an Olympics in PE, created Greece dances, had a Greek picnic and wrote own myths ▪ In English, engage in texts from different cultures. ▪ In RE and assemblies, children will learn about different events in various religions' calendars and Black History Month ▪ Participation in Art Projects and competitions such as for Chinese New Year ▪ Making links with global events such as the Olympics, Winter Olympics or World Cup e.g. linking the Daily Mile to running the distance to Sochi (distance to the Winter Olympic host city) ▪ Looking at the local history and how different cultures have shaped it ▪ Opportunities for theatre visits ▪ Music tuition opportunities offered ▪ Performances for each Year group ▪ Whole school writes and inviting authors into school to celebrate and motivate ▪ Inviting theatre companies in to perform during wellbeing week
<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<ul style="list-style-type: none"> ▪ Specialist Music/French/PE teachers for PPA afternoons ▪ Inviting specialist gymnastics coaches into school for child lessons and teacher CPD ▪ Opportunities for pupils to perform music and drama to their parents. ▪ Visits to local areas including Hathersage and Abbeydale Industrial Hamlet ▪ Theatre visit opportunities ▪ Visiting theatre company performances ▪ Link with children in Africa as we sponsor a child ▪ Visits from local artists and authors - Pete McKee/Daniel Blythe
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> ▪ Learning Environment Expectations which reflect themes taught ▪ Values on display in all classrooms and hall ▪ Corridor displays celebrate whole school cultural values e.g. Young Voices/Performances ▪ End of topic 'museums' where children exhibit their work for visitors
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> ▪ School's creative curriculum. Plan exciting thematic topics with cultural elements in each. ▪ In History and Science, look at how developments from around the world affect our daily life