

Our Vision

Everyone loves learning and succeeds without limits

Our Values

We show **respect**

We are **kind**

We are **resilient**

We are **responsible learners**

We **work as a team**

We are **aspirational**

Our aims

Help all children achieve their full potential

Teach a curriculum that is challenging and fun

Provide a safe and nurturing environment

Encourage children to understand themselves and others

Inspire children to be the best they can...

Values Plan

- First week of term - each class has a value to explore and illustrate for a class, hall and corridor display.
- Each half term there will be a focus on a different value. This will be in the Monday assemblies and as part of the SEAL topics.
- Adults will award vouchers relating to the value that is being covered each half term - these will be displayed on the Quality street board in the hall.
- Adults will also put a token in the jar outside the office if they see a child demonstrating the value that is being focused on - the school will work together as a team to try and fill the jar and earn an extra play.
- At the end of every half term there will be a class assembly where children will have an opportunity to share their learning about one of the values.

Term	Value	SEAL Topic
Autumn 1	Respect	New Beginnings
Autumn 2	Kind	Say no to bullying Getting on and Falling Out
Spring 1	Resilient	Going for Goals
Spring 2	Responsible Learners	Good to be me
Summer 1	Team Work	Relationships
Summer 2	Aspirational	Changes

Planning and Assessment

Staff in KS1 and 2 will complete the following:

What	When	Exemplar
Curriculum Plan for the three terms	Start of academic year	Appendix A
Class booklet for parents	Start of academic year	Appendix B
Statement of Intent	Start of every term	Appendix C
Topic Overview for parents	Start of every term	Appendix D
Learning ladders in maths (instead of short term plans) and Activities/Tasks linked to objectives planned/organised	Start of unit/ Learning sequence	Appendix E
Unit overview in English	Start of unit/ Learning sequence	Appendix F
Short Term plans in English	Weekly/Fortnightly	Appendix G
Short Term plans for all other subjects	Half Termly	Appendix H
Class Timetable	Start of every term	
Classroom Monitor	Updated at the end of learning sequences/ learning ladders Data analysed by the SLT every half term	
Learning Conferences	Once a term	
Annual Reports to Parents	By the end of June	

Maths

- Learning Ladders will be used in Maths in KS1 and KS2.
- Ladder is stuck in book at start of a unit/learning sequence (all classes from Y1-Y6 will use oversized maths books)
- Large ladder (with space to stick children's names) will be on the wall or on the Smart Board.
- Ladder will be titled with an overarching WALHT
- Children will work down the ladder not up.
- Steps will be numbered.
- Date when objective completed written on ladder by children (not just ticked)
- Ensure there is evidence of objectives covered in books - photo, sheet, video clip
- Ensure work is dated and linked to a step on the ladder.
- Assessment/quiz will be completed first to know where to start on the ladder in KS2 only. KS1 will use the Explore, Practice and Prove it Approach.
- Colours will be used on the ladder for each step (Only the number of the step will be coloured)

Colour	KS1	KS2
Amber	Explore	Prerequisites
Green	Practice	Year group objectives
Blue	Prove it	Greater Depth

- Children use these learning ladders in maths as their next steps/ targets - current and relevant
- Teachers ensure there are mastery checkpoints included in the ladder.
- If a ladder is not completed but you know you are going to return to it e.g multiplication - keep it with the children's names on or take a photo so you can return to it.
- Large majority of class will have the same ladder but may have different starting points. Higher ability will not have a different ladder - there will be extension on the learning ladder - mastery
- SEND (EHCP) different learning ladder - may just be in their book not on the wall - consider self esteem
- Children may not complete every step e.g may have a gap in yellow but may know most of green - address the gap and then move on the next step needed.
- Marking policy still to be followed
- Not every piece of work needs to be marked in detail on the ladder but marking should take place every day.
- Still needs to be reflection time - evidence of blue pen
- Self and peer marking appropriate for some activities.

Children need to be confident to talk about this way of learning and why it works:

- *This way of learning works because no time is wasted.*
- *You don't have to sit on the carpet and all listen to the teacher altogether if you already know it*
- *We can work at our own pace, challenge ourselves, be the boss of our own learning*
- *We can teach and learn from each other*
- *We can see where our learning is going - what is going to happen next*
- *We can see our own progress when we look at our learning ladder and so can our teacher*
- *If children don't need direct teaching adults will observe, intervene, improve outcomes with children*

Fast Maths

Children from KS1 and KS2 will complete Fast Maths every day. This will consist of an addition or multiplication grid. The size of the grid will depend on age and ability. Children will record their scores and times every day and will constantly strive to achieve their personal best by becoming faster and more accurate. (See Appendix L)

Abacus

Abacus Active Learn will be used for teacher planning and children's resources. Progress tests will be completed every half term which will be used to inform Teacher Assessment and half termly assessment scores will be inputted onto the active learn website each half term.

Accelerated Maths

This is used for intervention and extension groups in upper KS2.

English

- Children will be given floating targets (OWLs) which children move with every new piece of work. Evidence is highlighted within the books. Once an OWL is achieved this is stuck into their English book.
- At the start of a unit the steps to success will be agreed between teacher and pupils. See Appendix I
- Each piece of work will have a WALHT and success criteria using the agreed terms (Good, Amazing and Awesome) See Appendix J
- At the end of a unit of work there will be an assessment using the steps to success - this will include a teacher column. This will be stuck in the books at the end of the unit. See Appendix K N.B This does not apply to RWI

RWI/ Spellings

Children in Reception and KS1 will be taught Phonics using the RWI programme. The full programme will be used until children are ready for a reduced phonics session. When a child is ready to come off the programme they will be taught using the RWI spelling programme. This programme continues into KS2 ensuring consistency of approach.

Big Write

In KS1 and 2 children will do the Big Write approximately every 2 weeks. Teachers set a Big Talk homework at least two days before the Big Write is completed. The Big Write is a piece of unaided, independent distance writing. Children write in silence with music quietly playing and where appropriate candles burning. Every Big Write will be kept in a child's individual Big Write folder with the most current piece of writing at the front. This will provide good evidence of progress. At the end of every half term the teacher assessment frameworks will be used to assess the writing evidence in the Big Writes. Teachers will mark the Big Write following the school marking policy and children will be given an opportunity to reflect on their work and use Blue Pen time to make improvements.

Reading Rewards

Each child will have a 'reading record reward' card which is displayed in the classroom. They earn a house point every time they read at home and a gold star. If they read at home 5 times in a week they will be awarded a bonus 5 house points. If they read 7 times a week (or more) they will be awarded a bonus star. Once a single card is full they will get a dip in the class prize box. Once they have filled 3 cards they will be invited to Mrs Lamb's tea party where they will discuss their reading and talk about favourite books and authors.

In the Spring term 2017 a trial was run whereby each class teacher nominated one reader to visit Waterstones in Truro to buy a book. This child was chosen by the teacher based on their overall reading progress, especially if they had achieved something that was not already celebrated in another form. There was a very positive

impact on children's interest in reading as a result of the trip - if finances allow this would be something we would like to continue on a termly basis.

KS1 Reading Books

Children in Key stage 1 are taught to read through the RWI lessons and more formal guided reading sessions are introduced in Year 2. Children are encouraged to choose a book from the library and/or the banded reading baskets to take home and share with their parents. The focus for this is 'reading for enjoyment' so if the children choose a book that is too hard for them to read themselves, it is expected that their parent will read to them instead. If they are capable of reading the book they chose, then they should be encouraged to join in with the reading if they want to, but not to a point where reading becomes a confrontation.

KS2 Reading Books and Accelerated Reader

In KS2 children choose their reading book based on the results of their Star Test in Accelerated Reader. Children will have an Accelerated Reader folder containing record sheets. Once children have read a book and completed a quiz they record the date, title of the book, author, Book Level, % correct and any notes. Folders are kept in the children's draw and they have them on their desk during their reading session so adults can monitor how they are doing. Teachers are also able to monitor each child's progress online and will know how many words children have read and understood. A word count ladder is displayed in each classroom and the class celebrates as the children move up. When children meet their target in Accelerated Reader they get a dip in the 'prize box'. Once a child becomes a 'Word Millionaire' they receive a special prize awarded in assembly. The first millionaire gets the main reward and every child after that will receive a £10.00 book token.

Children are given the opportunity to read their accelerated reader book daily during the class reading time (when guided reading also takes place). They are allocated a reading partner within their class and their partner should be at a similar level so that they can check each other's book choices and recommend books and authors to each other.

Teachers will allocate one reading session as a 'teaching reading lesson' to the whole class where they will focus on one reading objective which will be displayed in the classroom for the week.

Handwriting

Handwriting will be taught using the Letter Join programme. All adults will use the school handwriting style when modelling writing for children, annotating displays and when marking work.

Writing Journals

In KS2 children will use journals to record their ideas, story maps, exemplar texts and vocab lists.

Computing

Our aims:

- To enable our staff and pupils to become competent, confident and independent users of technology
- To provide pupils with the computational skills necessary to become independent learners
- To develop a creative and cross-curricular approach to the teaching and learning of Computing
- To develop a culture of peer assessment where children support each other with their next steps of learning through peer critique
- To promote safe and sensible use of technology peer led by eCadets
- To use new technologies to enable quality teaching and learning to take place
- To ensure appropriate and equal access to technology for all children regardless of age, gender, ethnicity or ability
- To utilise our online Learning Zone (eSchools VLE) in order to provide extended and personalised learning opportunities through the use of technology
- To ensure our pupils take advantage of the ever quickening pace of technological change
- To provide pupils with an understanding of the role technology plays in everyday life at present and its importance in the future
- To give children opportunities to access the Computing Curriculum through home-school links through our online Learning Zone and Espresso Home Access including Espresso Coding.

Lessons

Year 1 to Year 6 are timetabled to use the Laptop trolley for a Computing lesson, which covers the skills and experience required to develop Computing capability through subscription to Espresso's Online Coding Scheme of Work and Switched On ICT Curriculum (Rising Stars).

The teaching of Digital Literacy, Online Safety, Handling Data, Multimedia and Technology in our Lives is done through cross-curricular subject links and the Switched On ICT Curriculum (Rising Stars).

In Nursery and Reception classes, Computing is taught discretely as an integral part of the Early Years Foundation Stage Curriculum.

Learning and Teaching

There are Interactive Whiteboards (IWBs) and Digital Visualisers in every classroom and these are used throughout the day for whole class teaching in all subjects.

Whiteboards are also used within group activities by teachers or TAs or for collaborative activities by pupils. Whiteboards are also regularly used by pupils

themselves to participate in the class or group lesson, or demonstrate what they have learned or to display work they have done. AirServer is used to mirror work from iPads onto the class IWB via the teacher desktop/laptop.

Classes may book the laptop trolley for additional sessions during the week to carry out Computing-based work in other subject areas. In addition to this, all children have access to a set of mini iPads and additional PCs are located within the classrooms.

Staff and pupils regularly and confidently access links to online resources. The school subscribes to Discovery Education Espresso to integrate digital media into teaching and learning across the curriculum.

Children have their own usernames and passwords to login to the Troon School Learning Zone, Espresso Home Access or Abacus Maths through our school website at school and at home.

Every class has a Twitter account:

- To share and celebrate children's achievements and successes with home and the wider community

- to allow our pupils to connect with the world

- to demonstrate safe and responsible use of social media

- to update the school community on a range of issues

- to encourage the use of modern technology for real learning

@TroonSchool @SquirrelsTroon @HedgehogsTroon @BeechTroon @WillowTroon

@HazelTroon @OakTroon @MapleTroon @HollyTroon

If a child is stuck:

- 4Bs - Brain, Book(Bits and Bobs), Buddy, Boss
- Work with a partner
- Look at the learning ladder in maths and see who has already completed that objective - peer teach
- Adult intervenes - could be with a whole group or pairs or individuals

Topic based learning

We follow the National Curriculum (2014) and wherever possible a cross curricular approach will be used to help children make links between subjects and apply their learning in different contexts. Each topic will be introduced with an essential question e.g "What did the Romans do for us?" Topics will have a local context where appropriate.

Immersive Learning

The classroom environment should immerse children in the topic. Children choose where they work and learn where space allows - need to be comfortable and at the same time responsible learners. Immersive environment should enhance learning and not get in the way. See also Appendix K - Classroom Expectations

Relationships to improve education (Rtime)

Each class will complete one Rtime activity each week to foster good relationships within the class and to promote good team work. Resources available from Sarah Johns (PSHE Lead). Peer massage will take place at least once a week. (permissions must be sought from parents in Reception)

RE

Teachers will follow the Cornwall agreed syllabus and the long term plan set out by the RE lead (Sarah Johns). They will ensure that coverage is 60% Christianity and 40% other religions.

The Foundation Stage

Teaching and learning in the foundation stage consists of a practical, creative 'hands-on' approach. Through purposeful, planned play – both adult supported and child initiated – is of vital importance in the children's development and understanding across all areas of learning. The 'Development Matters' document describes children's learning in terms of three 'prime' areas and four 'specific' areas: the **prime** areas are fundamental, time specific, and move through to support development in all other areas; the **specific** areas include essential skills and knowledge for children to participate successfully in society. The document provides a guide to teaching and learning in the Nursery and Reception class. The Reception Class also employ 'Read, Write Inc.' to support the teaching of phonics in early reading and writing, as well as using 'Abacus Maths' to provide a structure for maths learning.

Teaching and learning in FS also takes into account the need to promote and develop 'Characteristics of Effective Learning'. The 'characteristics' describe the ways in which children engage with other people and their environment. Under the broad headings of 'Playing and exploring', 'Active learning' and 'Creating and thinking critically', they underpin learning and development across all areas and are necessary attitudes in promoting lifelong learning.

Teaching and learning in the Early Years takes note of individual children's needs and abilities, through careful observation, and builds upon these, enabling each child to learn and face challenges at an appropriate level.

Children's learning, progress and achievements are recorded and used to inform future planning. Any 'gaps' in understanding or coverage can be identified and addressed. Adults form close relationships with the children and know their next steps, allowing for very individualised learning on a day to day and moment to moment basis.

Parents are kept informed, and invited to share their knowledge of their children's learning and development, through the Tapestry website: individual 'Learning Journeys'

can be viewed, commented on and added to. This two-way communication also plays a part in informing future plans.

Music

FS and KS1 -Teachers and teaching assistants will use Music Express to teach music.

Y3/4 will receive whole class recorder teaching

Year 5 will receive whole class Samba teaching with Andy Bilham

Year 6 will receive whole class ukulele teaching with Stuart McQuarrie

There will be a whole school singing practice once a week for 15 minutes

Children from Reception- Year 6 have the opportunity to join the school choir and to receive keyboard and violin tuition.

Learning in PE - Step approach

In Key Stage 1, pupils are challenged with activities that develop core skills of running, jumping, throwing, catching, balance, agility and coordination. They are also introduced to the idea of competitive team games and the concept of teamwork and the use of space. The 'STEP' process is also introduced to pupils. This involves the amendment of an activity by changing the space, task, equipment or people. The 'STEP' process is used by the teacher to make an activity easier or more difficult and towards the end of Key Stage 1 pupils have the opportunity to use the 'STEP' process for themselves. Pupils are encouraged to make simple assessments of their own performance.

In Key Stage 2, the ideas introduced in Key Stage 1 are extended. Pupils take part in activities that develop more sport specific skills, such as the concepts of attack and defence. Pupils take increased ownership of the 'STEP' process in lessons and this allows them to modify tasks to provide a suitable level of challenge for their ability. They become more adept at assessing their own performance, (sometimes with the aid of video). The concept of a 'personal best' is introduced where appropriate, giving all pupils the opportunity to achieve success. Pupils attend swimming lessons for the duration of Lower Key Stage 2, (i.e. 2 Years) and follow the Amateur Swimming Association 'Learn to Swim Framework.' Following a rigid curriculum, they are taught defined water skills, (e.g. self-rescue) progressing through levels of increasing challenge and complexity (Levels 1 - 7).

Children in Year 1 to Year 6 will aim to complete a five minute run at least three times a week outside of the PE lesson to improve concentration, stamina and levels of fitness.

MFL

All children will start learning French from Year 3. Resources are available on the school intranet and support available from the MFL lead (Jo Rossignol) A French day is held annually.

Extra-curricular clubs

Teachers will provide a range of after school clubs to enhance and support learning.

See also the assessment policy, handwriting policy, home learning policy, marking policy, SEND report and calculation policy.

Troon School Class Expectations Appendix K

- Immersive Learning Environment - created at the start of every new topic.
- English and maths learning walls - regularly updated - relevant to current teaching
- Science learning wall (at the discretion of the teacher)
- Time to reflect - see also marking policy
- High expectations of work and presentation
- Marking up to date (Maths to be marked every day)
- KS2 - Fast Maths or Maths Meeting every day
- Maths ladders used - children have different starting points depending on their ability
- A vocabulary rich environment
- Celebration of children's work - every child has work on display
- Book area/corner - well presented, organised and labelled, books of high quality
- Writing tables/areas (FS and KS1)
- Rtime rules displayed and an Rtime activity carried out at least once a week.
- Pupil of the week celebration board
- Star of the day awarded every day
- VCOP walls - Y1 - 6
- Read Write Inc boards and resources - Rec - Y2
- RWI Spelling boards for KS2
- Appropriate well organised resources easily accessible and encouraging independence where possible.
- Children know their next steps/ targets
- Massage cards on display and used at least once a week
- ICT being used in classrooms by staff and children
- Walhts displayed clearly
- Values display evident in every class.
- Lots of child or paired talk - not very much teacher talk!

- Wet break equipment for children to access.

(Reviewed and agreed by staff September 2017)