



# Sidlesham Primary School TLAC Policy

## *Teaching, Learning, Assessment and Curriculum Policy*

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## Aims

This policy aims to:

- Explain how we will create an environment that promotes academic excellence
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider community in pupils' learning and development

## Vision and Values

### Mission Statement

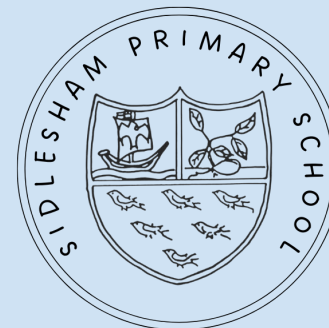
Sidlesham Primary School is committed to providing a high-quality education that prepares all of our pupils for the future. We believe that every child has the potential to succeed, and we are dedicated to providing them with the opportunities they need to reach their full potential. We create a safe and supportive learning environment where pupils feel valued and respected. We foster a culture of curiosity and inquiry, and we encourage our pupils to step forward and ask questions, think critically, and solve problems. We understand and respect our place in the world. We believe that education is a lifelong journey, and we prepare our pupils for success in education and beyond.

### Values

At Sidlesham, we are kind and we CARE.

In everything we do, we can see:

Courage · Ambition · Respect · Enthusiasm



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## **Vision 2024 - 2029**

At Sidlesham Primary School, our vision is to nurture a community of kind, happy, and successful pupils, where every child is valued and supported to reach their full potential. We are committed to creating a safe and inclusive environment that fosters a love of learning, encourages personal growth, and instills the values of kindness, courage, ambition, respect, and enthusiasm. Our school is a place where every child is empowered to thrive academically, socially, and emotionally, preparing them to be confident, compassionate, and capable individuals who contribute positively to the world.

To achieve our vision, we will be focusing on the following goals:

- Deliver an innovative high-quality curriculum that prepares all children for success
- Ensuring high quality pedagogy across the curriculum to enable every child to learn effectively
- Continue to foster a culture across the school community that understands the importance of being respectful to others and the world around us
- Enhance our reputation as a school that is committed to ensuring that all children, regardless of their background, attend school and feel welcome, respected and care for

Our vision and values are the driving force behind all work we do in school, including for pupils with additional needs.

## **What Effective Teaching and Learning Looks Like at Sidlesham**

As Educators, we recognise the importance of ensuring our practice is up-to-date, forward-thinking and informed by current research. Below is an overview of how we are incorporating such elements into our provision backed up by extensive pupil and stakeholder voice.

Research by entities such as, The Education Endowment Fund, conclude that the key elements of successful practice are, in order of importance:

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies

Below is an explanation of each area. We use this to inform teaching and learning choices here at Sidlesham Primary School. At each stage, School Leaders should be able to evidence how they have incorporated these elements into Teaching and Learning.

## **High Quality Teaching**

Evidence shows us that high quality teaching is the single most important factor in improving outcomes. The EEF defines this as the 'Five-a-day Approach'.

### **1. Explicit instruction is key to everything**

Approaches should be teacher led with a clear focus on clear explanations, modelling and frequent checks for understanding. This should then be followed by guided practice before independent practice.

### **2. Cognitive and metacognitive strategies**

Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Pupils should have opportunities to stop and reflect alongside opportunities to plan, monitor and evaluate their learning.

### **3. Scaffolding**

Supportive tools should always be used alongside learning activities. The aim should be to withdraw the support as the pupil progresses and becomes more individually confident.

### **4. Flexible grouping**

Teachers should adopt a flexible approach to the management of their classes; changing who they work with and speak with based on assessment.

### **5. Using technology**

Technology can aid modelling, for example visualisers.

## Targeted Academic Support

It should be understood that if the teaching is High Quality, then most pupils will benefit solely from whole-class teaching. However, some pupils will require extra support that is targeted and tailored to their needs to ensure they either remain or get back on track.

Research (EEF 2022) suggests the following model is successful based on the TARGET approach. We use this model to ensure our targeted academic support so our interventions have impact:

**T** – Timing: the best interventions are brief and regular (15-60 minutes, 2-5 times a week).

**A** – Assessment: interventions should be based on assessments; with them being used to identify pupils in need.

**R** – Resourcing: an intervention should be structured, well-resourced and clear.

**G** – Giving it time: intervention should be consistent and clearly timetabled. Most successful interventions take place consistently over a period of 8 to 20 weeks.

**E** – Expert delivery: interventions should be delivered by a qualified teacher. Where this cannot be the case, the teaching assistant should be well-trained. The person leading should know the programme, be able to follow it precisely and understand any associated protocols and guidance.

**T** – Teacher links: there should be a link made back into the classroom teaching and learning. A pupil should not see the intervention as an isolated activity; rather something to support their progress in lessons.

## Wider Support

Alongside high quality teaching and targeted academic support, research shows that a consistent clear focus on the following areas positively impacts outcomes. We have a clear focus on these areas in our SDP:

**Attendance:** being in the classroom is obvious! Responsive interventions should be in place to identify, target and tackle causes of low attendance.

**Parental engagement:** links between home and school are vital, particularly in terms of tackling poor attendance.

**Behaviour:** a school should ensure it promotes positive learning behaviours so that all pupils can learn effectively.

## **Roles and Responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupils' learning at all times:

### **Teachers**

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning through: workshops, contributing to the school newsletter and taking part in parent evenings, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress and produce an annual written report on their child's progress
- Meet the expectations set out in all of our school policies that apply directly to their role

### **Support staff**

Support staff at our school will:

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

## **Curriculum Leaders**

Curriculum Leaders at our school will:

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

## **Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge



- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in all of our school policies that apply directly to their role

### **Pupils**

Pupils at our school will:

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

### **Parents and carers**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment

- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### **Governors**

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## Specific Roles within School

Specific roles and responsibilities have been mapped out across the staff.. Curriculum Leadership responsibilities for the academic year 2024-25 are:

<b>EYFS</b>	Lucy Fuller
<b>Early Reading</b>	Bex Connor and Lucy Fuller
<b>Phonics</b>	Lucy Fuller
<b>English</b>	Bex Connor
<b>Maths</b>	Ben Allen
<b>PSHE and RSE</b>	Becky Dack
<b>Science</b>	Bex Connor
<b>Art</b>	Bex Connor
<b>DT</b>	James Blake-Lobb
<b>Geography</b>	Lucy Fuller
<b>History</b>	Tanya Cranna

<b>Music</b>	James Blake-Lobb
<b>Computing</b>	Tanya Cranna
<b>MFL</b>	Tanya Cranna
<b>RE</b>	Becky Dack
<b>Pupil Premium</b>	Sophie Harwood
<b>SEND</b>	Sophie Harwood
<b>Forest Education</b>	Ash Pledger
<b>PE</b>	Ben Allen
<b>Quality of Education, Assessment &amp; Curriculum</b>	Sophia Koiston
<b>Sports Premium</b>	Ben Allen
<b>Personal Development</b>	Becky Dack

## **Curriculum Structure**

Being a small school, we run our curriculum across three years. We call them 'cycle A', 'cycle B' and 'cycle C'. As we have 20 pupils per year group, this ensures we have progression for a child regardless of which class they are in. The school's curriculum is organised around what we call our 'Anchor Documents'. There are three groups of them:

### **The Curriculum Overview**

**and**

### **Subject Overviews**

**and**

### **Medium Term Plans per phase**

Together, these three sets of documents explain and detail the following curriculum elements:

- An overview of all key quality texts used in all phases. These have been audited and given a core purpose. This ensures that everyone knows WHY we are using a text and WHEN.
- An overview of our value themes across the academic year.
- An overview of all the activities we do to promote British Values and Personal Development as part of our Enrichment Curriculum.
- The individual subject skills (knowledge) for each subject, mapped out progressively from EYFS to Year 6.
- The long term overview for each class/phase for an academic year.
- Individual medium term plans for each class/phase for each subject outside of the core subjects.

Teachers complete their own planning for the core subjects weekly and then termly for all other subjects.

All of our topics and English units have a Key Quality Text that anchors them. Each Key Quality Text has been audited and is used for a defined purpose. For example, we might use a text to support with the teaching of persuasive writing and another one to support understanding of how to structure a narrative piece

Main Curriculum Plans	Supporting Documents	SEND and Inclusion	Personal Development, PSHE and RSE
Curriculum Overview ↓ Subject Overviews ↓ Class/phase long term overview ↓ Termly medium term plans for science and foundation subjects ↓ Weekly short term plans for core subjects	Whiterose Curriculum Planning (Long and medium) English Long Term Plans Writing Small Steps Maths Small Steps ReadWriteInc Overview GetSet4PE planning Grammarsaurus Kapow	Learning Plans Sidlesham SEND Handbook WSCC OAIP and Inclusion Framework	Enrichment Calendar Assemblies Kapow RSHE and safeguarding curriculum documents (online safety and RSE) SuperKind Award

### Curriculum Overview and Subject Overviews

These sets of documents contain progression maps for each subject that map out how children will learn and remember more across EYFS to Key Stage 2. They take the knowledge from these overviews and use these as the defined end points for particular units. We use knowledge organisers and end of unit assessments to gauge how much a pupil has remembered. The knowledge outlined is derived from the Primary National Curriculum. Pupil books should reflect the knowledge outlined in this document in the order they are outlined via the medium term plans and which cycle we are following. Across the three year cycle, all knowledge and skills will be taught. A pupil may cover a topic in Key stage 1 that would typically be taught in Key Stage 2 in a one form entry school. Teachers ensure that the knowledge and skills are taught whilst challenging and supporting pupils as appropriate.

### Class/Phase Overviews

These detail the general themes a class will cover across an academic year. It should line up with all other planning documents. The curriculum should be organised around three to six Learning Journeys, depending on the cycle. Each journey should begin with a 'stunning start' and end with a 'fab finish'. Teachers are free to include a 'marvellous middle'. Every class must carry out at least one school trip per academic year to run alongside the other topic experiences.

## Timetable Non-negotiables

See below for what we have agreed as a school community. This is for the academic year 2024-25. Teachers are free to make occasional changes to times to suit a unit but must let the Headteacher and/or Deputy Headteacher know first.

What	EYFS	Y1-Y3	Y4-6
<b>Early Morning Work</b>	<p>The EYFS curriculum is based around a model of continuous provision, punctuated by targeted inputs for:</p> <p>[1] Phonics (10-15 minutes)                      [2] Writing (10-15 minutes)                      [3] Reading (10-15 minutes)                      [4] Maths (10-15 minutes)</p> <p>Activities, based around a key theme (and usually stemming from an inspiring key quality text), are set out across the EYFS environment and the day. These tasks are designed to represent aspects of all the ELG areas. Adults then use targeted questioning and support to develop pupils skills across the curriculum.</p> <p>Interventions take place across the day for areas identified by EYFS staff.</p>	Assigned to CEWs, spellings, pre-teaching, handwriting, fluency	Assigned to CEWs, spellings, pre-teaching, handwriting, fluency
<b>Phonics</b>		Minimum of 5x 45 mins session per week moving to reading comprehension / spelling as per Y4/5/6 reading once RWInc has ended	Catch-up phonic groups if/as required
<b>Reading</b>		Daily. Built into writing with short comprehension questions	5x 30 mins sessions per week
<b>Writing</b>		5x 1 hr per week	5x 1 hr per week
<b>Handwriting</b>		5x 10 mins sessions per week (either as part of early morning work or taught as a lesson)	As required per pupil
<b>Spellings</b>		Within RWInc sessions	5x 15 mins sessions per week
<b>Maths</b>		5 x 60 mins per week	5 x 60 mins per week
<b>Times Tables and fluency</b>		5x 10 mins starters or discrete sessions	5x 10 mins starters or discrete sessions
<b>Science</b>		1 hrs per week	1 hrs per week

<b>Forest Sessions</b>	Blocked - two half term blocks of one afternoon a week per year	Blocked - two half term blocks of one afternoon a week per year in place of a PE session	Blocked - two half term blocks of one afternoon a week per year in place of a PE session
<b>Music</b>	<p>The EYFS curriculum is based around a model of continuous provision, punctuated by targeted inputs for:</p> <p>[1] Phonics (10-15 minutes)  [2] Writing (10-15 minutes)  [3] Reading (10-15 minutes)  [4] Maths (10-15 minutes)</p> <p>Activities, based around a key theme (and usually stemming from an inspiring key quality text), are set out across the EYFS environment and the day. These tasks are designed to represent aspects of all the ELG areas. Adults then use targeted questioning and support to develop pupils skills across the curriculum.</p> <p>Interventions take place across the day for areas identified by EYFS staff.</p>	45 mins per week	45 mins per week
<b>PE</b>		2 sessions a week	2 sessions a week
<b>RE</b>		45 minutes per week	45 minutes per week
<b>RSE</b>		Blocked within PSHE lessons	Blocked within PSHE lessons
<b>PSHE</b>		45 minutes per week	45 minutes per week
<b>Geography</b>		1 hour per week (alternate with History)	1 hour per week (alternate with History)
<b>History</b>		1 hour per week (alternate with Geography)	1 hour per week (alternate with Geography)
<b>Computing</b>		45 minutes per week	45 minutes per week
<b>Art</b>		1 hour per week (alternate with DT)	1 hour per week (alternate with DT)
<b>DT</b>		1 hour per week (alternate with Art)	1 hour per week (alternate with Art)
<b>MFL</b>	N/A	45 mins per week	
<b>Swimming</b>	N/A	1 x PE session per week in term 6	



## EYFS Timetable

Continuous provision is used in EYFS. CP means the environment should reflect the areas being targeted. Inputs should be regular but limited in length. Weekly timetable (sent to Headteacher) should detail where inputs will be taking place within the timetable below. Intervention work should be integrated into the continuous provision where possible. Teaching should make use of both the indoor and the outdoor environment, with activities being spread across both.

	8.30	8.45	9.30	9.45	12.00	1.00	1.15	2.00	2.45	3.00	3.10
<b>Monday</b>	Start of day routine	Phonics	Assembly	Continuous Provision (to include inputs for maths, English and interventions)	Lunch	Continuous Provision (to include inputs for maths, English and interventions)			Story Time End of day routine	Home time	
<b>Tuesday</b>	Start of day routine	Phonics	Continuous Provision (to include inputs for maths, English and interventions)		Lunch	Continuous Provision (to include inputs for maths, English and interventions)			Story Time End of day routine	Home time	
<b>Wednesday</b>	Start of day routine	Phonics	Continuous Provision (to include inputs for maths, English and interventions)		Lunch	Continuous Provision (to include inputs for maths, English and interventions)			Story Time End of day routine	Home time	
<b>Thursday</b>	Start of day routine	Phonics	Continuous Provision (to include inputs for maths, English and interventions)		Lunch	Continuous Provision (to include inputs for maths, English and interventions)			Story Time End of day routine	Home time	
<b>Friday</b>	Start of day routine	Phonics	Assembly	Continuous Provision (to include inputs for maths, English and interventions)	Lunch	Continuous Provision (to include inputs for maths, English and interventions)			Story Time End of day routine	Home time	

## Y1-Y3 Timetable

	8.30	8.45	9.30	9.45	10.45	11.00	12.00	1.00	1.15	2.00	2.45	3.00	3.10
Monday	Start of day: handwriting CEWs	Phonics	Assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time
Tuesday	Start of day: handwriting CEWs	Phonics	Assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time
Wednesday	Start of day: handwriting CEWs	Phonics	Assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time
Thursday	Start of day: handwriting CEWs	Phonics	Assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time
Friday	Start of day: handwriting CEWs	Phonics	Celebration assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time

## Y4-6 Timetable

	8.30	8.45	9.30	9.45	10.45	11.00	12.00	1.00	1.15	2.00	2.45	3.00	3.10
Monday	Start of day: Early Work	Reading / Spelling	Assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time
Tuesday	Start of day: Early Work	Reading / Spelling	Assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time
Wednesday	Start of day: Early Work	Reading / Spelling	Assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time
Thursday	Start of day: Early Work	Reading / Spelling	Assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time
Friday	Start of day: Early Work	Reading / Spelling	Assembly	Maths	Break	English	Lunch	Quiet reading / readers	Foundation subject	Foundation subject	Story Time	End of day routine	Home time

## Subject Approaches / Models

The following pages outline our approach to teaching each subject at Sidlesham Primary School. We are ambitious for our pupils and want them achieve the very best. As such, we are consistent and coherent in the way we teach across the school to enable every child to succeed.



Subject	Guiding Documents	Approach / Model	Assessment	Evidence	Other Things to Note
<b>Phonics and Early Reading</b>	<p>[1] Phonics Long Term Plan            [2] Phonics Group Plan            [3] Phonics Weekly Overview            NB: all planning, books and resources is derived from the Ruth Miskin ReadWriteInc systematic synthetic phonics programme.</p> <p>ReadWriteInc is approved by the DfE and our model has been quality assured by us and West Sussex County Council.</p>	<p>EYFS - Y3: Daily from 8.45 to 9.30.</p> <p>Y4-6: Fresh Start for any pupils still on RWInc</p> <p>Structure: 10 minutes recap speed sounds 10 minutes new sound 10 minutes apply new sound 15 minutes reading RWI book</p>	<p>In-house system: Colour group logged on INSIGHT half termly. Assessments carried out by phonics lead every 6 weeks</p> <p>Statutory: Phonics screen results recorded on INSIGHT every half term in Y1 and for Y2 who did not pass PSC in Y1</p>	<p>Books/Folders: Exercise books kept. Evidence of progress seen in:            [1] Reading fluency and application            [2] Writing and spelling progress            [3] Confidence and fluency with reading</p> <p>Displays: EYFS - Simple sound chart displayed            Ks1+KS2- Complex speed sound chart displayed            Teachers should have resources to hand, e.g: mats accessible for all pupils.</p>	<p>We expect every opportunity to be used to feed early reading skills:            [1] Singing songs            [2] Staff ‘pouncing’ on pupils to whizz through the speed sounds            [3] Sound mats out at all times            [4] Children always encouraged to ‘special friends, fred talk, say the word’            [5] Children always encouraged to sound button if it helps them.</p>
<b>Reading</b>	<p>[1] English Long Term Plan            [2] Curriculum Overviews (for key quality texts that are used)            [3] English National Curriculum            [4] Weekly short term planning</p> <p>We have a 30-minute whole-class reading lesson every day. This consists of around 15 minutes of children reading, then 15 minutes of discussion and tasks. We also read our class novel for 15 minutes every day (separate to our reading lesson) and study this book on Monday and Friday. This ensures children have access to and study a text in its entirety from start to finish. They build the skill of following a text through. We also use these lessons to focus on the skills of prediction and summary as these are better applied to the entirety of a text.</p>	<p>EYFS: daily input as part of cont. prov.            Y1-3: intertwined with writing lesson.            Y4-6: 30 minute session at least 5x weekly.</p> <p>Structure: Ashley Booth whole class reading. Mon + Fri questions linked to whole class reader, Tues, Wed + Thurs - Ashley Booth linked texts</p>	<p>In-house system: Summative data on INSIGHT three times per year as per assessment schedule</p> <p>NFER Reading assessment three times per year to inform teacher assessment added to INSIGHT</p> <p>EYFS strands completed on INSIGHT</p>	<p>Books/Folders: EYFS: updated on Seesaw where applicable            Y1-6: all reading to go in English books            Displays: Every classroom should have an inviting reading corner (see appendix 3). The current Key Quality Text should be clearly labelled and on display.</p>	<p>We expect every class to do/have:            [1] Every topic anchored by a Key Quality Text.            [2] All Key Quality Texts to be audited for purpose.            [3] The current KQT on display on the classroom door.            [4] As many opportunities provided to feed a love of reading, e.g: story time at the end of the day.</p>

Subject	Guiding Documents	Approach / Model	Assessment	Evidence	Other Things to Note
<b>Writing including SPAG</b>	<p>[1] English Long Term Plan</p> <p>[2] Curriculum Overviews (for mapping out of genres to be taught and why)</p> <p>[3] English National Curriculum</p> <p>[4] Weekly short term planning</p> <p>[5] Writing Small Steps (if needed)</p>	<p>EYFS: daily input as part of cont. prov.</p> <p>Each new unit will have a learning journey header to signal the start of the new writing unit.</p> <p>Y1-6: daily English lesson (see timetable).</p> <p>Structure: Follow the pattern of:</p> <ol style="list-style-type: none"> <li>[1] Immerse</li> <li>[2] Plan</li> <li>[3] Draft</li> <li>[4] Proofread</li> <li>[5] Edit</li> <li>[6] Publish</li> </ol> <p>Every unit will require adaptations based on the genre. But, a writing unit should aim to be structured to cover:</p> <p><b>Critical Thinking:</b> generating of ideas based on understanding of the genre.</p> <p><b>Syntax:</b> making pupils aware of the SPAG they will need and the way the genre wants them to write.</p> <p><b>Text Structure:</b> helping pupils understand everything the piece requires of them, e.g: structures, sequencing of information etc.</p> <p><b>Writing Craft:</b> word choice, literary devices, and awareness of audience.</p> <p><b>Transcription:</b> spelling, handwriting and associated skills.</p>	<p>In-house system:</p> <p>Summative data on INSIGHT every term as per assessment schedule</p> <p>Writing grids used to assess an independently written piece every half term. This should be in the English book although may be photocopied and stuck in if written elsewhere.</p> <p>EYFS strands completed on INSIGHT</p>	<p>Books/Folders: EYFS: updated on Tapestry where applicable</p> <p>Y1-6: all writing evidence goes into English books. Writing across the curriculum can be found in foundation subject books.</p> <p>Displays: One display in the classroom should be dedicated to the English teaching and include:</p> <ol style="list-style-type: none"> <li>[1] Examples of good work (WAGOLLS)</li> <li>[2] Examples of tools and devices that will support with teaching.</li> <li>[3] Reference to the current unit.</li> <li>[4] Examples of pupil writing.</li> <li>[5] English working wall: Vocabulary displayed</li> </ol> <p>Boxed up writing genre / Text Structure</p> <p>Explicit grammar for current unit</p> <p>Models / WAGOLL</p> <p>Writing Rules</p> <p>The steps of the writing process</p> <p>Audience</p> <p>Purpose</p>	<p>We expect that every opportunity should be used to reinforce reading skills when teaching writing as the two are intertwined (see appendix 1).</p>

Subject	Guiding Documents	Approach / Model	Assessment	Evidence	Other Things to Note
<b>CEWs</b>	[1] National Curriculum [2] English Long Term Plan	Practised as part of the initial 8.30 – 8.45 am session in the Spelling / Handwriting book.		Books/Folders: KS1 and KS1: kept in spelling and/or handwriting book.	Please note that we do not do formal spelling tests in EYFS or KS1 and in LKS2 spelling tests should be 1:1/pupil friendly.
<b>Handwriting</b>	[1] Letterjoin	EYFS: daily – incorporated into cont. prov. Y1-3: daily – see above Y4-6: as required for individuals.		Books/Folders: KS1 and KS1: kept in spelling and/or handwriting book.	In y1-3, a handwriting guide sheet should be stuck in the back of the book so that pupils can flip it out to help with their handwriting.

<p><b>Maths</b></p>	<p>[1] WhiteRose Planning Documents [2] Maths National Curriculum [3] Maths Small Steps [4] Weekly short term planning</p>	<p>EYFS: daily input as part of cont. prov. Y1-6: daily Maths lesson (see timetable).</p> <p><b>Structure:</b> Lessons should start with 5-10 minutes of fluency; practising key instant recall facts. Then, a maths unit should be designed around the key 5 Mastery concepts of:</p> <p><b>Coherence:</b> a unit should be a progression of small steps, each designed to build on previous learning. <b>Representation &amp; Structure:</b> teachers should be constantly using carefully selected models and examples to help pupils ‘see’ the maths. <b>Mathematical Thinking:</b> teachers should lead back and forth interaction using precise mathematical language (stem sentences). Pupils must be encouraged to actively reason, make connections and generalise.</p> <p><b>Fluency:</b> pupils should be taught all KIRFs and these be consistently reinforced to free up a pupil to then think flexibly about the maths.</p> <p><b>Variation:</b> teaching should highlight conceptual and procedural variation: Conceptual: representing a concept in different ways to highlight it. Procedural: how will you do it!</p>	<p>In-house system: Summative data on INSIGHT as per assessment schedule</p> <p>NFER completed once per term to inform summative judgements and further teaching.</p> <p>EYFS strands completed on INSIGHT</p>	<p>Books/Folders: EYFS: updated on Seesaw where applicable Y1-6: all maths evidence goes into Maths books. Displays: Each class must have a maths working wall that matches the current unit and is up-to-date. It must include:</p> <p>[1] Title of current unit / area of maths. [2] Key vocabulary. [3] Overview of key concepts/models. [4] Some examples of stem sentences. [5] Any other devices that may support a child’s understanding, e.g: an example maths problem set out on the board. [6] 100 square in all classes Number line in YR-Y3</p> <p>See appendix 4 for an example of a good maths working wall.</p>	<p>Times table practice daily in years 3 and 4</p>
<p><b>Science</b></p>	<p>[1] School Curriculum Overview and Medium Term Plans</p>	<p>EYFS: as part of cont. prov. Y1-6: weekly lesson (see timetable) Structure: Lessons should completely match the unit structure on the medium term plan lesson by lesson. Outcomes from each planned lesson should be in the science book. Units should cover substantive and disciplinary knowledge and include a science investigation wherever possible.</p>	<p>In-house system: Summative data on INSIGHT every term EYFS strands completed on INSIGHT Each unit should start with a knowledge organiser. An end of unit assessment should be completed and stuck in books – to include facts from the knowledge organiser.</p>	<p>Books/Folders: EYFS: updated on SeeSaw where applicable alongside portfolio work. Y1-6: all science evidence goes into science books. Displays: Classes do not need to have a science display but useful vocabulary that helps with the current unit should be on display somewhere in the room.</p>	



<p><b>PSHE and RSE</b></p>	<p>[1] School Curriculum Overview [2] Kapow planning</p>	<p>EYFS to KS2: there must be a weekly timetabled session plus extra if a need suddenly arises.</p> <p>Structure: Kapow scheme is used alongside school's overview for online safety and safeguarding curriculum. There is no set structure to a session because PSHE sessions should be structured to meet the needs of the class. PSHE should be a discussion and there should be room for opinions and debates. As well as following the Kapow planning, teachers should respond to themes arising, e.g: local issues or friendship issues in the classroom</p>	<p>In-house system: Each unit should start with an assessment of what pupils know or feel. An end of unit assessment should be completed and kept in PSHE floor books. Assessment in PSHE can come in many forms. It does not need to take on one set format (because this might not meet the need of the issue being discussed). What all evidence should do, is capture pupil voice.</p>	<p>Books/Folders: EYFS: updated on Seesaw where applicable alongside a floor book. Y1-6: PSHE floor books See appendix 5 for examples of a floorbook page.</p>	<p>PSHE should not be thought of as a traditional lesson. It should be a moment for pupils to discuss matters important to them, learn from one another and capture pupil voice. PSHE can also be a moment where pupils disclose things. So, teachers should be aware of this and prepared.</p>
<p><b>History</b></p>	<p>[1] School Curriculum Overview [2] Grammarsaurus planning</p>	<p>EYFS: as part of cont. prov. KS1 and 2: One hour per week Alternate teaching with geography. Structure: Every history unit must include: Reference to a timeline Reference to key vocabulary Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.</p>	<p>Each unit should start with a knowledge organiser. An end of unit assessment should be completed and stuck in books – to include facts from the knowledge organiser.</p>	<p>Books/Folders: EYFS: updated on Seesaw where applicable. Y1-6: evidence to go in history book. Display: Every classroom must have a timeline on display that includes the themes taught in class that year.</p>	<p>History books should have a timeline stuck in the front that includes the themes taught in class that year. This must be referred to with each unit so that pupils understand where the time period fits.</p>

<b>Geography</b>	<p>[1] School Curriculum Overview [2] Grammarsaurus planning</p>	<p>EYFS: as part of cont. prov. Y1-6: One hour per week Alternate teaching with history. Structure: Reference to key vocabulary Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books</p>	<p>Each unit should start with a knowledge organiser. An end of unit assessment should be completed and stuck in books – to include facts from the knowledge organiser.</p>	<p>Books/Folders: EYFS: updated on Seesaw where applicable. Y1-6: evidence to go in geography book.</p>	
<b>PE</b>	<p>[1] School Curriculum Overview [2] GetSet4PE planning</p>	<p>EYFS to KS2: two hours per week. Unit mapped out using the school's curriculum. Structure: Each unit must assiduously follow the curriculum planning.</p>			
<b>Music</b>	<p>[1] School Curriculum Overview [2] Music Medium Term Planning from Charanga</p>	<p>EYFS: as part of cont. prov. Y1-6: 45 mins per week.  Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.</p>		<p>Books/Folders: EYFS: updated on Seesaw where applicable. Y1-6: evidence to go in floor book.</p>	

<p><b>Computing</b></p>	<p>[1] School Curriculum Overview [2] Computing Long Term Plan</p>	<p>EYFS: as part of cont. prov. Y1-6: 45 mins per week.</p> <p>Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.</p>	<p>Each unit should start with a knowledge organiser. An end of unit assessment should be completed and kept in floor book or google drive folder – to include facts from the knowledge organiser.</p>	<p>Books/Folders: EYFS: updated on Seesaw where applicable. Y1-6: evidence to go in floor book or saved in google drive pupil folders.</p>	
<p><b>Art</b></p>	<p>[1] School Curriculum Overview [2] Grammarsaurus planning</p>	<p>EYFS: as part of cont. prov. Y1-6: One hour per week</p> <p>Alternate teaching with DT.</p> <p>Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the sketchbooks.</p>		<p>Books/Folders: EYFS: updated on Seesaw where applicable alongside a journal book. Y1-6: evidence to go in sketch book.</p>	
<p><b>DT</b></p>	<p>[1] School Curriculum Overview [2] Grammarsaurus planning</p>	<p>EYFS: as part of cont. prov. Y1-6: One hour per week or blocked as appropriate. Alternate teaching with art.</p> <p>Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books. A DT unit must follow the following structure: [1] Assess a problem and possible solutions to solve it. [2] Design a product to meet the need. [3] Make a product to meet a need. [4] Evaluate the product. [5] Ensure technical knowledge is applied at all stages.</p>		<p>Books/Folders: EYFS: updated on Seesaw where applicable. Y1-6: evidence to go in sketchbook</p>	

<b>MFL</b>	<p>[1] School Curriculum Overview</p> <p>[2] Italian Long Term Plan</p>	<p>Y4-6: 45 mins per week.</p> <p>Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the books.</p>	<p>Each unit should start with a knowledge organiser. An end of unit assessment should be completed and kept in floor book or google drive folder – to include facts from the knowledge organiser.</p>	<p>Y4-6: evidence to go in MFL books.</p> <p>.</p>	
<b>RE</b>	<p>[1] School Curriculum Overview</p> <p>[2] Kapow planning</p>	<p>EYFS: as part of cont. prov.</p> <p>Y1-6: 45 mins per week.</p> <p>Structure: Each unit must assiduously follow the curriculum planning. Where a lesson has been planned, there must be reference to it in the floor books.</p>		<p>Books/Folders: EYFS: updated on Seesaw where applicable alongside a journal book.</p> <p>Y1-6: evidence to go in floor book.</p>	
<b>Forest Sessions</b>	<p>[1] School Curriculum Overview</p>	<p>EYFS-Y6: One afternoon per week for two half terms across the year</p>		<p>Books/Folders: EYFS: updated on Seesaw where applicable.</p>	

## Exercise Books

	EYFS	Y1-3	Y4-6
English	Floor books and Seesaw	Blue 12mm lined book	Blue 8mm lined book
Handwriting		In phonics book	In spelling book
Spelling		In phonics book	Pink 8mm lined book
Maths		Red 10mm squared book	Red 7mm squared book
Geography		Yellow unlined book	Yellow 8mm lined book
History		Yellow unlined book	Yellow 8mm lined book
RE		Class Floor book	
Science		Green 15mm lined book	Green 8mm lined book
PSHE		Class Floor book	
Computing		Class Floor book	
Music		Class Floor book	
DT		Black A4 Sketchbook	Black A4 Sketchbook
MFL		N/A	Purple 8mm lined book
Art		Black A4 Sketchbook	Black A4 Sketchbook
Reading Diary	Standard Issue	Standard Issue	N/A
Phonics	Pink 15mm lined book	Pink 15mm lined book	N/A

## Presentation of Pupil Work

	EYFS	Y1-3	Y4-6
<b>Core Subjects</b>	<p>Seesaw for observations. Pupil books can be used and can be set out according to how best the pupil learns. However, teaching staff must ensure:</p> <ol style="list-style-type: none"> <li>1. Work is dated</li> <li>2. Work is annotated if need be</li> <li>3. Pupil quotes are included as much as possible</li> </ol>	<p>English: Date and LO on a sticker/ stuck in at the top left. Pupils must follow the school handwriting scheme. Mistakes crossed out with one straight line. Handwriting and phonics flip-out sheets stuck at back.</p> <p>Maths: Date and LO on a sticker / stuck in at the top left. 1 digit per square. Handwriting follows same guideline as English.</p> <p>Both: Teacher marking in green. Pupil responses in purple. NO graffiti on the books</p>	<p>English: Date and LO underlined and written by pupil at the top left. Pupils must follow the school handwriting scheme. Handwriting should be cursive in KS2. Mistakes crossed out with one straight line. Maths: Date and LO underlined and written by pupil at the top left. 1 digit per square. Handwriting follows same guideline as English.</p> <p>Both: Teacher marking in green. Pupil responses in purple. NO graffiti on the books.</p>
<b>Geography, history, MFL and science</b>		<p>Date and LO on a sticker at the top left if applicable. Handwriting follows same guideline as English. <b>If you need to use a sheet, it must be trimmed, no logos and be stuck in neatly.</b></p>	<p>Date and LO written by pupil and underlined top left. Handwriting follows same guideline as English. <b>If you need to use a sheet, it must be trimmed, no logos and be stuck in neatly.</b></p>
<b>Art DT Computing PSHE Music RE</b>		<p>Art and DT in sketchbooks with an LO sticker top left or written and underlined by pupil. Computing, PSHE, Music and RE have a floorbook each. Each lesson that take places will have one to two pages in the floor book that captures pupil voice, photos, drawings, QR codes or examples of pupil work. The LO and date should be recorded at the top left of each page. <b>If you need to use a sheet, it must be trimmed, no logos and be stuck in neatly.</b></p>	

## Displays and Environment

Displays around the school should not only be creative and inviting but also highlight the progression of a subject. Corridor displays should be updated once a term (3x a year) and should be backed using hessian with a blue border.

Display	Classroom Displays
1	Maths Working Wall: every class must have a maths working wall. See the 'models' section above for what it should include.
2	English Working wall: every class must have an English working wall. See the 'models' section above for what it should include.
3	Reading Corner: every class must have a reading corner. See the 'models' section above for what it should include.
4	History Timeline: every class must have a timeline on display. See the 'models' section above for what it needs to contain.
5	Topic / Learning Journey Display: every class must have an impressive, creative and welcoming topic display. It should include key vocabulary.
6	Science vocabulary: key vocabulary pertinent to the current unit needs to be on display to support pupil learning. This does not need to be a dedicated display board.
7	Phonics: Simple and Complex Speed Sounds charts must be on display in every classroom.
8	Other displays: teachers can put up other displays that support learning but it must be used to reduce cognitive overload.

## Display and Environment Non-Negotiables

1. **No static displays** that are there as 'wallpaper'. Every display must be used at every opportunity.
2. Displays should be at **pupil level** so that they can see them and use them.
3. Keep displays to a minimum in order to **reduce cognitive overload** and trigger points for pupils with needs such as autism. Only have up on display what you really need!
4. **All displays should be up-to-date.** Take down or change them as you move through units.
5. Limit excessively complicated titles or fonts that are difficult to read. Anything handwritten should be done neatly using a **cursive font**.
6. Wherever possible, displays in EYFS and Key Stage 1 should be **sound-buttoned** and **include pupil voice**.
7. **No clutter.** No items stored messily on sides, on top of cupboards or on the back sink.
8. No exposed wires or anything that could create a trip or **safety hazard**.
9. **Visual timetable** displayed horizontally - using format saved on drive
10. Who's in when **photos** displayed
11. **Enable table** with resources accessible for all pupils *To include: task boards, maths manipulatives, fidget tools, word banks, sound cards, number lines, 100 squares, multiplication grid, ZoR strategy cards, sand timers and playdough*
12. 'We are reading' poster with **current book** displayed on door
13. Zones of **regulation**
14. **Recognition board** with target changed at least weekly
15. Resources are **labelled and accessible**
16. Classroom is tidy and **welcoming**
17. **Ready, respectful** and **safe** displayed
18. **Class sign** on door welcoming children to class



## Home Learning

EYFS	Y1-3	Y4-6
<p>Reading books sent home every Friday (but children can access extra books if they need them). Reading books should match phonics level. Teachers should remind parents that reading should happen daily for 15 minutes. Staff to write in reading record at least weekly. Phonics sounds of the week sent home for parents to practise with children. Seesaw accessed by teachers to liaise with parents and communicate</p>	<p>Reading books sent home every Friday (but children can access extra books if they need them). Reading books should match phonics stage. Phonics sounds of the week sent home for parents to practise with children (sent home on a Friday for the coming week) for those on RWInc.</p> <p>A minimum of three reads per week at home. Parents record their reading in their reading diary.</p> <p>Spellings sent home every week for parents to practise with children (sent home on a Friday for the coming week).</p> <p>Times Tables Rock Stars set up for children to access from home.</p> <p>Pupils in Y3 should have maths homework linked to their current learning in class set every Friday on EdShed.</p>	<p>Reading A minimum of three reads per week.</p> <p>Spellings Weekly spellings are set on EdShed each Friday. A spelling test will take place on the following Friday.</p> <p>Maths and GPS A maths activity will be set every Friday on EdShed. It will be completed for the following Thursday.</p> <p>Times Tables Rock Stars set up for children to access from home.</p> <p>A grammar or English task will be sent home weekly in the homework book.</p>

## Adaptive Teaching and Scaffolding

Every lesson should be planned so that all pupils can access the learning. In some cases, this may be through adaptation and in some cases this may be via scaffolding. Adaptations to lessons must be detailed in weekly plans. Evidence of this will be through learning walks, book looks and pupil voice.

### Scaffolding

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'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required

A photograph illustrating the concept of scaffolding. A hand is shown pointing at a block labeled 'FREE'. In front of it, several blocks spell out 'BARRIER'. This visual metaphor represents the idea that scaffolding is a temporary support that is removed once the learner is able to perform independently.

The key to successful learning is to reach a point whereby a pupil is gaining greater independence, confidence and fluency with a theme/topic and can rely on self-scaffolding. This shows you they have reached a point at which they can apply a skill across multiple contexts; in essence, they have mastered it. All learning should sit a pupil within the right part of their **zone of proximal development**. The images below describe [a] the zone of proximal development and [b] which way support should go in order to better promote independence:

We do not prescribe to one fixed model for meeting pupil needs. What we expect is that teachers and Class Teaching Teams work together to do everything possible to ensure a pupil can access learning and succeed. Some strategies we approve of (alongside the EEF Five a Day Approach) are:

Flexible table groupings

Careful modelling of a task

Pre-teaching

Use of visual aids, e.g: sound mats

Visual scaffolds, e.g: working walls

Chunking a task into smaller bits

Frequent retrieval practise

Writing conferences in English

Use of writing frames, e.g: gap-fill exercises, talking tin lids

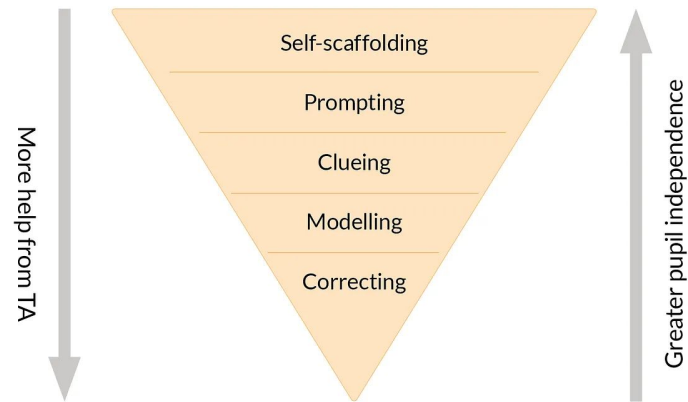
Rotating staff through children so that every child has the same 'deal'

Engaging with the SENCO to gather advice, ideas and support

Modelling good English/grammar and being mindful of a pupil's speech and language ability when directing them and giving instructions, e.g: one-step instructions often have more impact than three-part instructions

Think about your workload and ensure what you do have IMPACT. It is better to spend less time on writing a lesson plan and more time on thinking it through, pitching the support and designing effective resources

Figure 2. Scaffolding framework for teaching assistant-pupil interactions

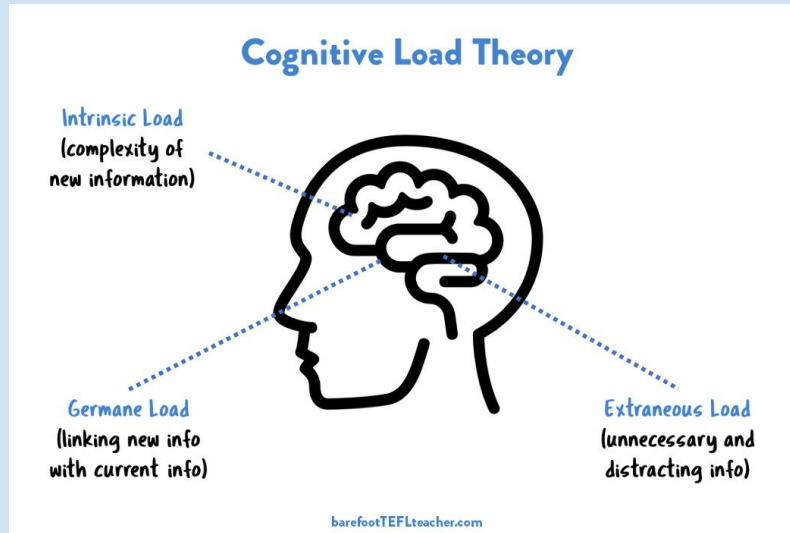


## The Theory Of Scaffolding

LEV  
VYGOTSKY



At all times, teaching staff should be mindful of **cognitive load**. Cognitive Load Theory refers to the idea that our working memory (the cognitive system within our brain that temporarily holds on to key information designed to support decision-making and behaviour) can only hold a small amount of information at any one time. Instructional methods (teaching) should be organised so that it does not overload this system, in turn giving a pupil more time to maximise processing, understanding and learning.



Finally, it is our expectation that teachers also keep in mind the various groups of pupils within a class and ensure each group has what it needs to reach where they need to be. These groups are:

**[1] EAL:** if concerned, staff should engage with the SENCO. Support and training can be sourced through WSCC EMTAS team.

**[2] Pupil Premium:** every single person within a Class Teaching Team should know exactly who the pupils in receipt of Pupil Premium are. It is important they receive attention so as to ensure any gaps with their peers are closed.

**[3] High Achieving Pupils:** all within the Class Teaching Teams should ensure standards are kept high and excellence is pushed for including with pupils who are working above age-related. It is important they also are challenged.

**[4] Looked After and Post-Care:** these pupils may require extra nurture and SEMH intervention work.

**[5] Disadvantaged Pupils:** it is important they receive attention so as to ensure any gaps with their peers are closed.

## SEND and Inclusion

Our SENCo is Sophie Harwood. She operates alongside staff to ensure Class Teaching Teams have the confidence to carry out work with pupils with additional needs. Please refer to the SEND policy and SEND Information Report for more information. Good SEND practice is all about making those reasonable adjustments that allow a pupil to make progress. To aid this we have a set of SEND Non-negotiables. Our SEND non-negotiables are:

Need	Non-negotiable (what must be made available)
Cognition and Learning – including those with or at risk of dyslexia	Reading rulers Tinted paper or covers Manipulatives for maths, e.g: numicon Table top resources as appropriate for age and need, e.g: word mats, sound mats, visual aids Interventions that can be used: SNIP Alpha to Omega Toe by Toe Word Wasp
Communication and Interaction – including those diagnosed as autistic	Every class must have a visual timetable that is used and referred to Now and next boards Access to social stories Sensory cushions, fidget toys, de-stress resources, ear defenders Equipment to create individual work-stations Absolute care taken with thinking through routines and transitions Absolute consistency at all times SALT

<p>Sensory and Physical – including all coordination disorders, visual and hearing impairments and medical conditions</p>	<p>Pencil grips  Writing slopes  Easi-grip scissors  Sensory cushions, fidget toys, de-stress resources, ear defenders  Absolute care taken with thinking through routines and transitions  Absolute consistency at all times  Interventions that could be in place for targeted pupils: Sensory Circuits Jump Ahead</p>
<p>Social, Emotional and Mental Health – including those with ADHD</p>	<p>Absolute care taken with thinking through routines and transitions Absolute consistency at all times Interventions that could be in place for targeted pupils: Socially Speaking Zones of Regulation</p>

All teachers will:

- Inform the SENCO immediately of any concerns, either in person or via email
- Use the slot from 08:30 am to 08:40 am to brief TAs and ensure every adult working in the room is doing so with purpose and has impact
- Follow learning plans as outlined by the SEND Team
- Assiduously plan for pupil need
- Identify pupils on planning who require extra support
- Design the classroom environment to take into account the needs of pupils and cognitive overload
- Take on board the advice of the SEND Team and know they are the school's experts
- Use the West Sussex OAIP document
- Use the school's behaviour policy effectively to aid positive behaviour for learning

## Disadvantaged Pupils / Pupil Premium

At Sidlesham Primary School we have a clear vision for our school and our use of pupil premium money reflects this. Our policy states that we include children who may be socially disadvantaged but not in receipt of pupil premium money.

Therefore, we have also identified children who

- appear on the vulnerable pupil register with an identified need to do with family circumstances;
- are in a family with an Early Help Plan, Child in Need Plan or Child Protection plan in place;

We therefore use the grant across a range of disadvantaged pupils. We define disadvantaged as being about pupils who:

- have special educational needs and disabilities (SEND)
- meet the definition of children in need of help and protection
- receive statutory local authority support from a social worker
- meet the criteria for pupil premium funding, including:
  - Pupils claiming free school meals at any point in the last 6 years
  - Looked-after children or previously looked-after children
  - Children who left care through adoption or another formal route

Our use of Pupil Premium is therefore guided by the following principles:

- FSM will be the priority indicator for targeting or prioritising pupil interventions, but will also refer to those above.
- The aim of closing the gap will be achieved where actions result in vulnerable pupils and their families being more included as part of the school community, not less. Actions should therefore aim to bring pupils and families from our community together. For this reason, we also spend pupil premium money that supports our children to take part in extracurricular activities. It also fits in with the research that shows how important it is for families to be on board with school.
- While some actions focus directly on learning, other actions will be planned to support other factors which may impact on pupil achievement less directly, for example, social, emotional, cultural or economic factors. We believe strongly that these factors need to be right before effective learning can take place.

The Pupil premium grant can be and is used in a variety of ways.

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Funding educational trips and visits
- Funding whole school initiatives to support quality first teaching

In terms of teaching and learning within each individual classroom, pupils with any identified disadvantage should be a priority. It is up to the teacher to decide how to prioritise support for these pupils and the teacher's thinking around this may differ year-on-year based on pupil need. Some suggestions include:

- 1] Marking their books first
- 2] Ensuring they receive extra input, e.g: pre-teaching, small group work, 1:1 support
- 3] Allowing for same day interventions so that these pupils can make immediate links between skills
- 4] Rotating targeted adult support through this group of pupils to enable them to access a more complex level of scaffolding

Whatever case, planning should clearly identify such pupils and the scaffolds and approaches they require. Alongside the above, teaching should link with our overarching TLAC principles, e.g: use of the EEF '5-a-day' approach.

Pupil Progress Meetings will be used to unpick the bespoke teaching approach each 'disadvantaged' child receives. The school will track the gap across the subjects for these pupils as they progress through the school; the aim being to narrow the gap between this pupil group and their peers.



## EYFS

Our EYFS must be a welcoming, nurturing and highly effective provision. If pupils have a solid foundation and base to their education then it will support their progress in subsequent phases. Our key non-negotiables to support with this are:

Curriculum and Planning	Staff in the EYFS	Environment	Parents	Other Areas
<p>Weekly planning themes are anchored by a Key Quality Text.</p> <p>There are activities linked to a central theme across the prime and specific areas (for example, if you read Oliver's Vegetables then there will be activities like: planting seeds, making a salad, counting carrots in a box).</p> <p>There will be core evidence highlighting that reading and language are at the heart of everything happening in EYFS.</p>	<p>One of the team is a Paediatric First Aider.</p> <p>Staff model/speak using excellent grammar and rich vocabulary at all times to aid with the promotion of Language Communication.</p> <p>Staff promote EYFS as a 'language rich' environment by:</p> <ul style="list-style-type: none"><li>- Speaking clearly</li><li>- Asking lots of questions</li><li>- Supporting pupils to speak for themselves (using full sentences)</li><li>- Reading to the children daily</li><li>- Repeating nursery rhymes</li><li>- Singing songs to support with understanding, e.g: of numbers</li></ul>	<p>The prime and specific areas will be reflected in the environment.</p> <p>Activities should be linked to the week's theme and have a clear purpose.</p> <p>The classroom must have:</p> <ul style="list-style-type: none"><li>- A reading corner</li><li>- Role play areas</li><li>- Creative stations</li><li>- Phonics displays</li><li>- Maths activities</li><li>- Literacy activities</li><li>- An outdoor area that is always set up and used</li></ul> <p>Displays should be at a level children can see them, child-friendly and contain examples of their work (along with, preferably, pupil quotes).</p>	<p>Seesaw will be used to effectively communicate and track learning.</p>	<p>Seesaw will be used to make wide-ranging and details observations.</p> <p>Accurate assessments will be built upon through the weekly planning, use of tapestry, targeted observations and use of INSIGHT.</p> <p>All staff in the EYFS will show a commitment to:</p> <ul style="list-style-type: none"><li>- A thorough transition INTO the EYFS</li><li>- A thorough transition into Year 1</li><li>- Adapting and improving the environment and curriculum to suit the needs and interests of pupils</li></ul>

Curriculum and Planning	Staff in the EYFS	Environment	Parents	Other Areas
<p>This will be seen by:</p> <ul style="list-style-type: none"> <li>- Phonics being taught daily</li> <li>- Phonics acutely linked to reading books</li> <li>- Key Quality Text on display - KQT linked to learning through the week</li> <li>- evidence based interventions being used consistently</li> </ul> <p>All aspects of the prime and specific areas are evident across a week.</p> <p>Pupils of all need types are actively support and engaged with. Pupils with SEND will be supported through the curriculum.</p>		<p>Tables and stations should be spaced such that pupils can move freely around the room.</p> <p>The outdoor area must be accessible throughout the length of the school day – including in poor weather.</p> <p>Evidence that there are systems in place that support pupils with keeping the classroom tidy, e.g: open resource trays so that pupils can easily stack items away</p>		

## Assessment

Teachers must design lessons and units in accordance with the models described. In turn, this will create a sequence of learning which is consistent and aids assessment. We believe that planning a sequence of lessons (with defined end points) is more important than planning individual lessons because this approach helps ensure we have pupils build knowledge over time. This then leads to a pupil remembering the knowledge taught and thus mastering it. Although not an agreed formal format, lessons and units generally follow a four-phase structure – all of which supports assessment. This comes under the ‘high quality teaching’ strand discussed in this document on page 3, ‘What Effective Teaching and Learning Looks Like at Sidlesham.’

Phase	Overview	Detail
1	<b>Emersion:</b> sets the scene and provides the ‘big picture’ Links with the EEF’s ‘5-a-day’ approach	<ul style="list-style-type: none"><li>•Creating an appropriate climate for learning</li><li>•Linking the lesson to prior learning</li><li>•Providing an overview of the lesson- the ‘big picture’</li><li>•Sharing learning intentions with pupils and then referring to throughout</li><li>•Triggering the brain - prime the children by getting them to look or listen out for key points</li><li>•Stimulating curiosity, generating interest and setting the challenge- if captured in the first few minutes of the lesson this goes a long way to ensure high quality learning</li></ul>
2	<b>Instruction:</b> new information taught Links with the EEF’s ‘5-a-day’ approach	<ul style="list-style-type: none"><li>•Explicit modelling of learning to develop a new concept or skill supported by think aloud</li><li>•Assisted modelling provides further scaffolding</li><li>•Independent application enables teachers to assess learning so far and support</li><li>•Periods of exposition are short- input based on pupil's age plus 2 minutes for max. impact</li><li>•More than one ‘beginning’ is created</li><li>•Punctuated with questions</li><li>•Phase 2 and 3 integrated with children ‘having a go’ with activity that breaks up exposition</li><li>•New information is presented in several different ways- learning is multi-sensory</li></ul>
3	<b>Understanding:</b> lessons help a pupil to make sense of information Links with the EEF’s ‘5-a-day’ approach	<ul style="list-style-type: none"><li>•Pupils: Develop , demonstrate and discuss understanding to make sense of information</li><li>•Teachers: encourage, reassure, guide, prompt and challenge pupils towards understanding</li><li>•Promote quality interactions through a dialogic approach</li><li>•Use a range of effective questioning strategies</li><li>•Talk- ‘think, pair, share’ and ‘turn and tell your partner’ are regular features in lessons</li><li>•Tasks engage pupils and challenge them to think</li><li>•Pupils work both independently and collaboratively for a sustained period</li></ul>

Phase	Overview	Detail
4	<p><b>Review:</b> pupils are assessed to see how much they remember</p> <p>Links with the EEF's '5-a-day' approach</p>	<ul style="list-style-type: none"> <li>•Reviewing what has been learned</li> <li>•Reflecting on how it has been learned</li> <li>•Review is woven throughout the entire lesson</li> <li>•Pupils are actively involved in summarising their learning</li> <li>•All pupils can reflect on what they can now do and/or now know that they couldn't do before.</li> <li>•Refer back to the learning intention and success criteria and self-assess</li> <li>•Aim to finish the lesson with a question mark not a full stop</li> </ul>

Below is an overview of our assessment systems. Teachers must use assessment as one of the core pillars of practice as outlined above in the section on page 3 entitled, 'What Effective Teaching and Learning Looks Like at Sidlesham.'

In house Formative	In house Summative	Statutory	Across the Curriculum	EYFS	Ensuring Accurate Assessment	Promoting Good Outcomes	Quality Assurance
<p>Curriculum Overview informs MTP which inform weekly plans.</p> <p>LOs are shared with pupils and pupils understand them.</p>	<p>Phonics assessments twice a term and recorded on INSIGHT</p> <p>NFER assessments take place for maths and reading.</p> <p>Writing grids used to assess an independent write every 6 weeks.</p>	<p>EYFS Baseline completed Autumn 1 (see deadline when published).</p> <p>GLD reported to WSCC and DfE Summer 2 via CTF from MIS.</p> <p>Phonics Year 1 reported to WSCC and DfE Summer 2 via CTF from MIS.</p>	<p>INSIGHT subject skills tracked for reading, writing, maths and science (preferably as a unit is completed but definitely in line with dates for captures 1, 2 and 3).</p>	<p>Seesaw kept up-to-date as year progresses.</p> <p>INSIGHT completed in line with rest of school.</p>	<p>Termly moderation of writing and maths outcomes/books (6 x yearly) in staff meetings.</p> <p>Discussion of pupils in the 4 x yearly pupil progress meetings.</p>	<p>Pupil Progress Meetings:</p> <p>-End of Autumn 1 (target setting meeting)</p> <p>-End of Autumn 2</p> <p>-End of Spring 1 (unpicking any final support ahead of SATS)</p>	<p>FGB monitoring every long term.</p> <p>External moderation by WSCC in Summer 2.</p>

In house Formative	In house Summative	Statutory	Across the Curriculum	EYFS	Ensuring Accurate Assessment	Promoting Good Outcomes	Quality Assurance
<p>Effective modelling, instruction and questioning is carried out by the Class Teacher.</p> <p>Teachers use a range of AfL techniques to receive live feedback as to a pupil's in-lesson performance.</p> <p>Where necessary, teachers complete mini plenaries, plenaries and assessments to provide ongoing opportunities for pupils to apply their learning.</p> <p>Questioning is thoughtful, purposeful and focused.</p>	<p>Knowledge Organisers are used for Geography, Science and History with 'quick quizzes' completed at the end of a unit to ascertain how much of a KO a pupil has retained.</p> <p>All teachers in EYFS, KS1 and LKS2 have running weekly reading logs (either done in-house or by volunteers).</p> <p>INSIGHT summative data completed for the following times:          -Baseline/targets: end of Autumn 1          -Capture 1: end of Autumn 2          -Capture 2: end of Spring 2          -Capture 3: end of Summer 2</p>	<p>Phonics Year 2 reported to WSCC and DfE Summer 2 via CTF from MIS.</p> <p>MTC reported to WSCC and DfE Summer 2 via CTF from MIS.</p> <p>KS1 reported to WSCC and DfE Summer 2 via CTF from MIS.</p> <p>KS2 reported via update on KS1 section of PAG by Summer 2 (see KS2 ARA when published).</p>			<p>Triangulation of books with summative data.</p>	<p>-Start of Summer 2 (unpicking any final support that can be given ahead of end of year)</p> <p>-End of Summer 2 (prep for next year with new teacher)</p> <p>Data targets set for pupils. The following is used:</p> <p>-National data          -FFT Aspire -Last year's data          -Baseline info</p>	

Criterion used across the school for summative assessments: In KS1 and 2, we use an 'on track' system. Pupils work within the skills for their year group and receive an assessment based on that. The SENCO keep a range of extra assessment information that builds a more detailed picture of pupils on the SEND register. This is because, sometimes, these children make much smaller steps that need carefully evidencing. The SENCO gather assessment information and share this with teaching staff.

EYFS	Y1-2	Y3/4/5	Y6
<p>In-year:  <b>Below:</b> working below the requirements of their year group  <b>Just below:</b> working within and towards the requirements of their year group  <b>On track:</b> working at age related</p> <p>End of year: GLD/EYFSP: reported to WSCC and DfE via CTF from INSIGHT. Children flagged as 'expected', 'emerging' or 'exempt'. Headteacher manages this.</p>	<p>In-year:  <b>Below:</b> working below the requirements of their year group  <b>Just below:</b> working within and towards the requirements of their year group  <b>On track:</b> working at age related  <b>Greater Depth:</b> working above the requirements of their year group</p> <p>End of year:  Phonics: reported to WSCC and DfE as a score out of 40. Headteacher manages this.</p> <p>KS1: We have opted out of the optional end of KS1 assessments.</p>	<p>In-year:  <b>Below:</b> working below the requirements of their year group  <b>Just below:</b> working within and towards the requirements of their year group  <b>On track:</b> working at age related  <b>Greater Depth:</b> working above the requirements of their year group</p> <p>End of year:  MTC: completed on the DfE portal. Reported to WSCC and DfE via CTF from INSIGHT. Headteacher manages this.</p>	<p>In-year:  <b>Below:</b> working below the requirements of their year group  <b>Just below:</b> working within and towards the requirements of their year group  <b>On track:</b> working at age related  <b>Greater Depth:</b> working above the requirements of their year group</p> <p>End of year: KS2 TA: reported on Primary Assessment Gateway. Headteacher manages this. KS2 SATS: reported via Primary Assessment Gateway.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Reception baseline	EYFS assessment on track. EYFS Profile.		EYFS assessment on track. EYFS Profile.		Complete EYFS profile.
Y1		Phonics screening 2019	Phonics screening 2022	Phonics screening 2023	Phonics screening 2024	NFER PSC check June 2025
Y2		NFER Phonics screening 2019**	Phonics screening 2022**	NFER Phonics screening 2023**	Phonics screening 2024**	NFER PSC check June 2025**
Y3	MTC tracking	NFER	MTC tracking	NFER	MTC tracking	NFER
Y4	MTC tracking	NFER	MTC tracking	NFER	MTC tracking	MTC June 25 NFER
Y5		NFER		NFER		KS2 2018 papers R, M + GPS
Y6	KS2 2019 papers R, M + GPS	KS2 2022 papers R, M + GPS	KS2 2023 papers R, M + GPS	KS2 2024 papers R, M + GPS	National KS2 SATs May 2025	

## Marking and Feedback

Below is the school's agreed approach to marking and feedback. The central aim is to always move learning forward. Mistakes should not be consistently repeated.

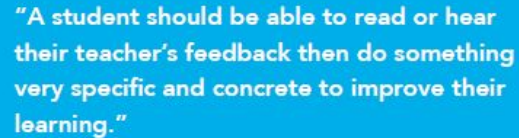
### Purpose of marking and feedback

- To engage with the detail of children's work so they know how well they are doing, where they need to improve and how this might have a bearing on subsequent teaching.
- To provide children with information about where they should improve and how to do it.
- 

### Features of effective marking and feedback

- Selective: marking will be at the frequency and depth that children have the capacity to respond to - not everything needs to be marked but all work must be acknowledged.
- Only mark work that will be returned to the children to improve or correct. Work will not be marked simply for presentational purposes
- Formative: written comments will be restricted to those that inform children how to improve or give instructions for actions they should take; otherwise, symbols/codes will be used (see below)
- Marking should be seen as an instruction for what children will do
- Every time books are marked, children should be given time to respond to the comments and feedback.

(Tom Sherrington, 2017)



"A student should be able to read or hear their teacher's feedback then do something very specific and concrete to improve their learning."

Tom Sherrington

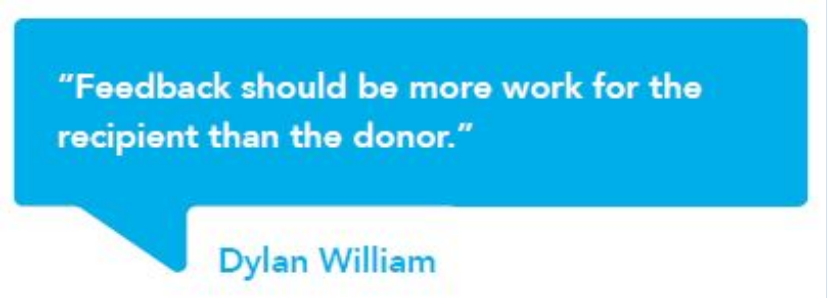


## Aims of marking and feedback

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment including self-assessment. Marking should encourage the children to be aware of how and what they are learning.

## Guidance for marking and feedback

- A green pen should be used by staff when marking.
- Work marked by the children should be in purple. Children should be encouraged and trained to mark their own and other's work where they highlight success and improvement.
- In depth marking will be completed by the teacher for one piece of work a week in maths and in English. Other work should be acknowledged by the teacher and could be peer or self-marked.
- Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language.
- Written feedback should model the school's handwriting policy.
- All marking should be positive, informative and constructive.
- Children should be encouraged to leave incorrect answers and not rub them out.



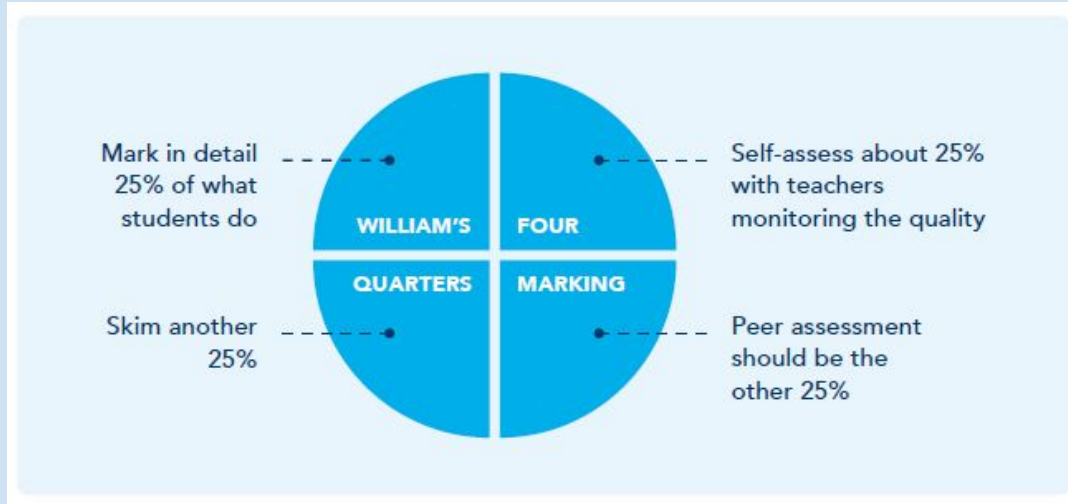
**"Feedback should be more work for the recipient than the donor."**

**Dylan William**

- Spelling corrections should be limited to the words the child should know. Common exception words must be picked up in all year groups in depth marked work. One or two key spellings may be corrected in work that is not depth marked.
- If a TA is teaching a class, please acknowledge the work with a green tick by the LO, or alternatively the children should self or peer assess using a purple pen.

### **Frequency of Feedback & Teacher Workload:**

Teachers cannot be expected to give feedback on every piece of work for every single pupil. It is expected that the following diagram is applied, whilst ensuring that over the course of a week, each pupil receives a balance of feedback shown below:




'Four Quarter Marking', Dylan William

By using this model, detailed feedback will be provided once a week in English and maths.

### Agreed Procedure

All children's work will contain:

<u>The Date</u>
<u>The Learning Objective</u>  A single learning objective should be recorded for each lesson. This should be in child speak and precise.
Identification of learning symbol  

e.g. (I-Independent, TA- Supported, T-Teacher - supported, ST Supply Teacher) -

Every week, one piece of work in English and Maths books will be depth marked.



Write a comment that relates to the LO. I really like the way you...The best part is when you...

or...



Capital letters




Write a next step which may include a challenge or correction. Next time can you....?  
Have you thought of....?

or...



Finger spaces



If work is not depth marked, it will be acknowledged by the teacher with a  by the LO or a stamp. If the work is self, or peer marked using a **purple pen**, then no tick will be needed.

Work in other subjects must be acknowledged with a tick/ highlighting of LO in green / or a stamp.

The date and learning objective should be included at the start of each piece of work. These can be handwritten by the child/adult or printed on slips or stickers as appropriate.

If work is completed in class and some help was needed with a specific question, or section, then the child should write the relevant learning symbol by that section. The children should be encouraged to add these symbols themselves.

#### Handwriting and Presentation

- Handwriting and presentation should follow the school's policy and should be of a high standard. Books and learning over time should evidence work that children are really proud of.
- Letter and number reversals must be addressed if incorrect.
- Pupils will use pencil for mathematics and drawings / diagrams and blue handwriting pens or biro for writing.

#### Other forms of feedback

##### Whole class feedback

Whole class feedback ensures children receive feedback more promptly which means it is likely to have more impact.

Staff take all the children's books in and read through the work that feedback is to be given on. Instead of making any marks in children's books, the teacher makes notes on a whole class feedback sheet. This forms the basis of whole-class feedback, and it might include:

- common technical errors and misconceptions
- common areas for improvement either in the substance of the work or in the presentation
- common spelling and grammatical errors
- particular books that demonstrate excellence to share with the whole class
- particular books that are below par and will need special attention

Ideally the following lesson, the books are given back out and the teacher runs through the comments. Children are given redrafting tasks to address common issues, check their spellings, search for common errors and make immediate improvements in books, using a purple pen.

### Live marking

Live marking (written or verbal) is a strategy which can be used to target a range of pupils in a particular lesson. During whole class teaching, teachers can assess work and give questions to pupils; which closes the gap in learning. Quick codes/symbols can be used to allow children to self and peer assess.

### Self-marking

When possible, children will self-mark closed tasks, individually, as a group, or as a class. They will also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement.

### Peer Marking

Children will be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

### Self/Peer Assessment questions

'What do you think was positive about the piece of work?'

'Which aspects of your work were you most pleased with?'

'Which elements of your work do you think were the strongest?'

'Are there any parts of your work that could be improved?'

'How would you improve the area you have identified?'

Pupils will be encouraged to share their solutions i.e. improvement points rather than solely identify weaknesses.





Oral peer assessment should take place regularly and frequently. The strategy particularly lends itself to assessing pupils' performances in PE, drama, music and presentation work in English. It is an effective method for peer assessing non-written outcomes such as artwork or models.




For sessions when pupils are completing peer assessment / marking it is recommended that pupils are supported with the process through Teacher/TA modelling. As pupils become more proficient and have a better understanding of the process it is likely to require less teacher input and take less time.

### Marking and Feedback Symbols/Codes


There is no expectation that stickers must be used for marking and feedback

#### English Feedback Symbols

Correct / Good example RWInc - Correct sound	
Handwriting	 HW
Finger spaces	 FS
Paragraph needed	//
Check the spelling	 SP (in the margin)

Omission / Add something to improve here	
Incorrect or missing punctuation	
Capital Letters	ABC
Check for sense	?
Whole word correct - EYFS	

#### Maths Feedback Symbols

Correct	
Check through this answer	.

## CPD

The following CPD structures are in place:

Mandatory Training	Safeguarding Training	Teachers	Teaching Assistants	All other staff
<p>The Head and Business Manager will ensure all statutory, mandatory training is completed. A tracker is kept and gaps filled, e.g: fire warden.</p>	<p>Statutory full safeguarding training takes place in September in line with KCSIÉ. A top up is given at least once in the year. The equivalent of weekly CP training is provided via add-ons to meeting agendas.</p>	<p>Teacher staff meeting is Wednesday 3.30pm to 4.30pm. SDP items are covered via these alongside INSET and any paid-for external training required for school improvement, e.g: maths mastery.</p>	<p>TA meeting is Wednesday 1-1.30pm SDP items are covered via these alongside INSET and any paid-for external training required for school improvement, e.g: ELSA.</p>	<p>The School Business Manager will ensure that all required training for the Site Manager and Office Manager is completed as required, e.g: COSHH and Bromcom.</p>

A CPD tracker is kept for safeguarding and updated as necessary. One is also kept for training given to teachers and TAs.



## Monitoring

Monitoring takes place as needed and in whatever way required. The School Leadership reserves the right to engage in any monitoring required to ensure standards are high and in line with the school vision, school values and SDP targets. However, the base systems are:

Weekly Learning Walks	Moderation	Book Looks	County and Governors	Assessment
Weekly learning walks take place. Themes are based on the SDP and current need and communicated to staff via the termly planner.	Every subject is moderated across the academic year with the teachers via staff meetings. Core subjects are moderated at least three times. We are also externally moderated by WSCC.	Every subject is 'deep-dived' at least twice a year. As part of this, book looks take place. Core Subject books are looked at least once a half term.	WSCC engage in school improvement visits across the academic year. Reports are compiled for School Leaders. The FGB engage in termly monitoring in line with the SDP.	Moderation and Pupil Progress Meetings are used to moderate assessments.

## Links with other Policies

You will need to read the following alongside this policy:

SEND policy and SEND Information Report

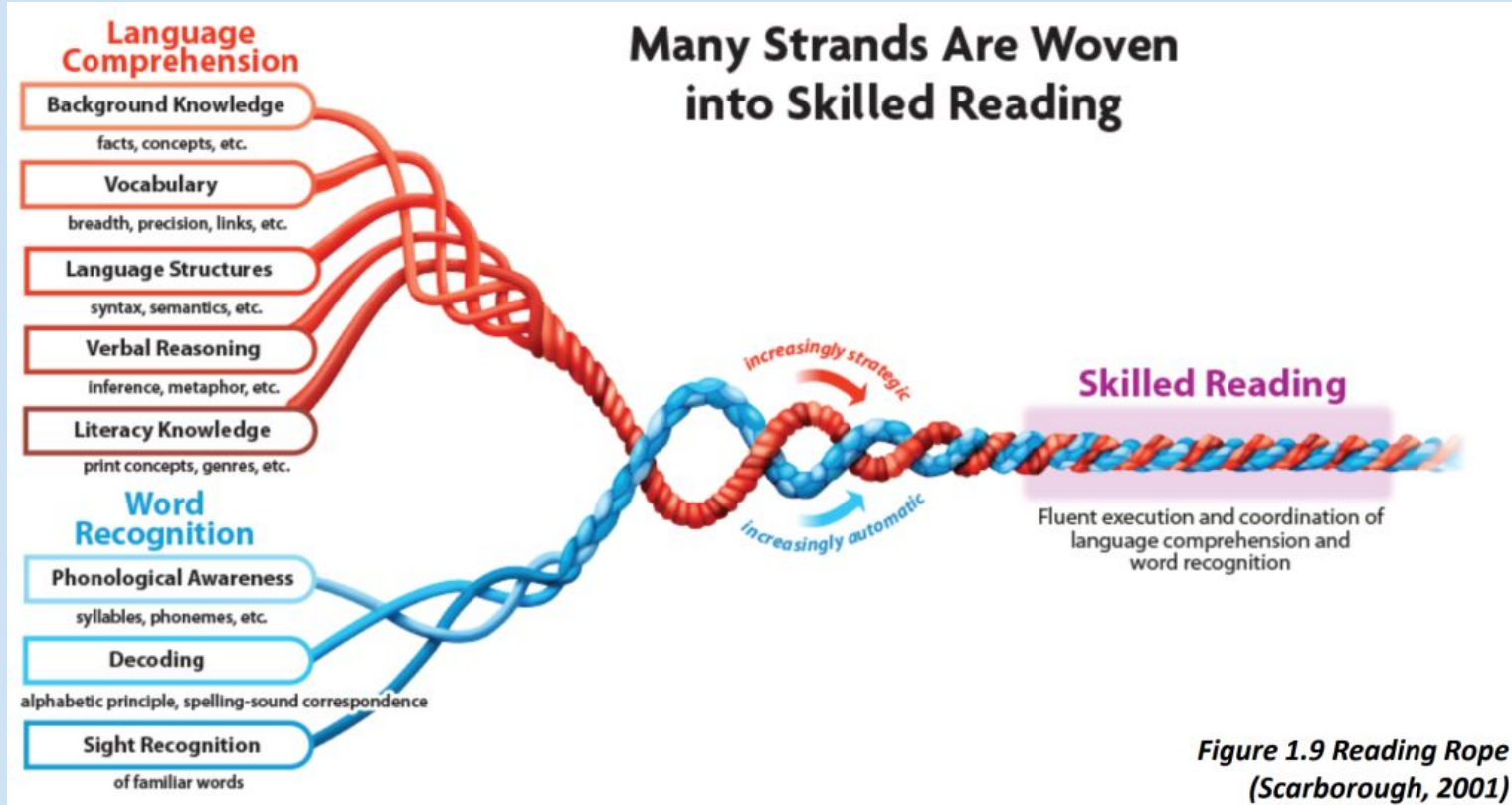
Behaviour Policy

Any related subject policies, e.g: calculations policy

## Appendix

### Appendix 1

The Reading Rope details the inter-relationship between all the skills required to achieve fluency in reading:



### Appendix 3

Examples of acceptable Key Stage 1 and EYFS reading corners. It should be inviting, welcoming and have that 'wow-factor':



Examples of a Key Stage 2 reading corner. It should be inviting and welcoming but recognise the increasing maturity of the children:



## Appendix 4

Example of a good maths working wall. Please see the 'models' section above for information on what a WW should include for maths:

# Maths

hundred thousand million

There are 16 hundreds  
There are 37 thousands  
There are 42 ones  
There are 64 tens

Thirty seven thousand, six hundred and forty two.

4,370

4,000      370

4	3	6	2	8
43,000	620	8		

3,762 > 362  
12,830 < 12,832  
16 = 16

Million			Thousand		
H	T	O	H	T	O
3	6	2	4	3	2

Three hundred and sixty two thousand, four hundred and thirty two.

$10^2 = 10 \times 10 = 10$  to the power of 2 = 100  
 $100^2 = 10 \times 10 \times 10 \times 10$  to the power of 2 = 10,000

Stem Sentences

There are 10 ones in 10  
There are 10 tens in 100.  
There are 10 100's in 1000.  
There are 10 1000's in 10,000.  
There are 10 10,000's in 100,000.  
There are 10 100,000's in 1,000,000.

1,352,630
482,356
47,831
935,010
2,400,350
52,008

$\times 10$        $\div 10$   
 $\times 100$        $\div 100$   
 $\times 1000$        $\div 1000$





At Sidlesham, we are kind and we CARE.

In everything we do, we can see:

Courage · Ambition · Respect · Enthusiasm