



St Chad's CE Primary School Teaching and Learning Expectations

"Education is a powerful engine for personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the manager of the mine, and that the child of farm workers can become president of a proud nation" Nelson Mandela

Start children off on the way they should go, and even when they are old they will not turn from it. Proverbs 22:6

At St Chad's CE Primary we are committed to excellence in all that we do and recognise that this is achieved through a constant drive to improve and develop the quality of teaching and learning across the school. We are committed to developing teaching that is characterised by children taking ownership of learning and confidently moving it forward because teachers scaffold and provide continuous feedback about progress. In this way we seek to fulfil our vision of a "Future with Hope" for all our children.

Behaviour for learning

Positive attitudes, a strong sense of self, a clear sense of purpose and importantly, a sense of belonging, are prerequisites to effective learning. At St Chad's we are committed to establishing environments for learning that not only stimulate and engage, but create a sense of purpose and identity. The classroom environment is the silent teacher. It conveys clear messages about our collective values, celebrates learning and supports and develops reflection, thinking and connection making.

We also understand that noise has a detrimental effect on learners and slows learning down for children. We aim to ensure every class is calm and quiet, supporting children in understanding appropriate noise levels for collaborative activities. Calm, quiet classrooms give children space to think, generalise, reflect and absorb. These are crucial if children are to really become engrossed in their learning. Pupil talk is essential for purposeful learning and teachers should teach children how to use their pupil talk voices positively and differentiate between talking for learning and noise levels that hinder learning.

Behaviour for learning is characterised by the following 6 elements:

- ★ Concentration and engagement
- ★ Respect for others
- ★ Good listening



- ★ Commitment to effort and quality
- ★ Calm and quiet talking
- ★ Questioning

A lesson begins outside. At St Chad's we believe that readiness to learn starts in the playground when children, line up quietly and focus on moving quietly into school, thinking in readiness for the learning to come. Children settle immediately to their places and are alert, ready and eager to start learning. All the resources that children will need for learning and are readily available on their tables.

Lessons for Learning

Will Ryan states that inspirational teachers, achieve inspirational responses from children by getting the balance right with the following elements of 'inspiring lessons':

The balance between teacher talk/modelling and pupil activity

- ★ How long are children sitting and listening?
- ★ How does their behaviour for learning provide feedback on effectiveness?
- ★ How often are children discussing, sharing and asking?

The balance between the teaching of knowledge, skills, understanding and attitudes

- ★ Do children know why they are doing what they are doing?
- ★ Can they talk confidently and enthusiastically about their learning?
- ★ Can they describe improvement?
- ★ Is every answer valued regardless?

The balance between dependency on the teacher, independence and interdependence on the pupils around them

- ★ Are children organising and directing their learning?
- ★ Are children asking questions of each other?
- ★ Are children experimenting and testing?
- ★ Are children self-assessing and improving?

The balance of time

- ★ Are children active for the whole lesson?
- ★ Are any children passive? What does this tell us?
- ★ Are lesson structures varied?
- ★ Is pace appropriate?
- ★ Is teaching adapted in response to ongoing feedback?



The Teaching Cycle



Medium Term Plans

These provide information about what children should remember, know and do. They help teachers to link back to prior learning, ensure new learning takes place and that children develop the appropriate skills. Teachers need to plan the overview for a half term, these do not need to be highly detailed. Learning should be built on week by week based on assessment and feedback.

All Subjects

All lessons need a date and a Learning Question recorded as an LQ. These can be printed for children or written by them, teachers may attach success criteria for teacher or self-evaluation if teachers feel it is appropriate.

- Eg. LQ: Can I research conflicts and place them on a timeline?
LQ: Can I solve additions using the column method?



| | | | |
|--------|---|----|----|
| 7.9.22 | LQ: Can I write a description of a street scene? | | |
| | | SA | TA |
| | I have used a range of sentence openers. | | |
| | I have used all my senses. | | |
| | I have included the character's feelings about the scene. | | |
| | I have blended action, thoughts and description to interest the reader. | | |

Children should write in pencil until they have received their pen license (usually by the end of Year 3 at the latest). Then they should use black pen in joined handwriting. All children should work in pencil in maths, to draw tables, graphs and lines. All drawings in books should be in pencil and only coloured pencil should be used, unless work is on plain paper and glued into the book. All children should use blue pen for journaling in maths, responding to feedback, reflecting on their learning, editing or correcting and whole class guided feedback. Purple pens should be used if a child is receiving a follow up intervention. Rulers should always be used to draw lines. Work glued in books should be placed neatly and carefully aligned with squares or lines. Anything glued in books should be neatly trimmed.

Writing

Planning should be based around the half-termly books and based on the Literacy Pathways unit. These units should be adapted to meet the needs of the class and be responsive to day-by-day progress. Children should have completed the mastery keys by the end of the unit. Literacy Shed can be used in place of the Gateway task to write an opening guided piece using a short film. Throughout the unit writing should be modelled and scaffolded. Children should complete at least 2 extended pieces per unit, these are listed in the medium term plan. Children should have a writing lesson Mon-Thurs of approx. 45 mins. We use Nelson Handwriting and Pathways to Spell.

Reading

We use Steps to Read as the planning for our Guided Reading sessions. Reading lessons should focus on a text extract for the week and begin with precise modelling moving to more independence by the end of the week. Sessions should last 30 mins a day from Mon-Thurs. There are usually 5-6 weeks of planning, remaining weeks can be used to practise skills children found difficult using other pages from the texts or to carry out extra research to present. On Friday's children should have a hour long creative reading lesson in which they explore the text extract through dance, drama, music or art. The focus should be on practising the skill for the week and using the vocabulary. Completed work or photo collage should be added to their Guided Reading book.



Maths

We use White Rose Maths and Power Maths which are linked as the overviews for maths lessons. We also have access to Master the Curriculum which provides differentiated activities for each lesson. Teach Active is available for active and outdoor maths ideas. Every day children should practise arithmetic/ key number skills for fluency at the beginning of the lesson. These should go in maths books alongside the day's lesson and be ruled off to separate them from the main learning. Teaching should build over the week from modelling and scaffolding to greater independence. Over a week, children should complete at least one journaling activity based on a Power Maths problem and at least one Power Maths reflection task. A week's work should balance fluency, reasoning and problem solving. Children should experience concrete, pictorial and abstract models during a week.

Journaling Task

Visual representations

Starter context problem from Power Maths

Abstract calculations used

Final answer recorded

14.03.22 W.A.I.T. Problem solve using ratio

For every 3 girls there are 2 boys 3:2

| Girls | Boys |
|-------|------|
| 3 | 2 |
| 6 | 4 |
| 9 | 6 |
| 12 | 8 |

Girls = 12
Boys = 8

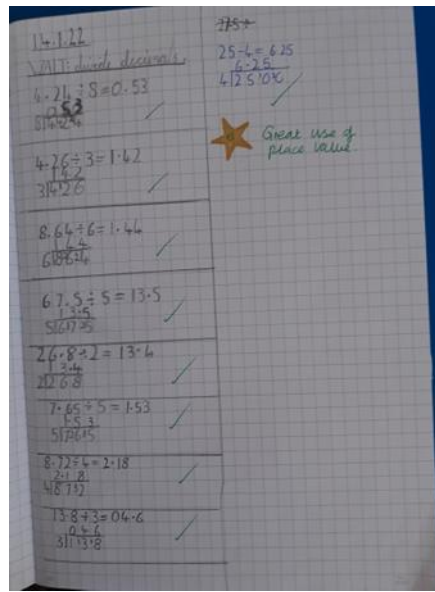
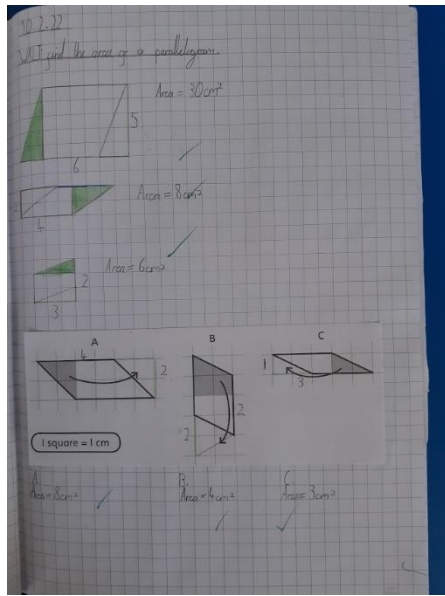
3 x 4 = 12 = Girls
2 x 4 = 8 = Boys

There are 8 boys at training.

| Girls | Boys |
|-------|------|
| 12 | 8 |
| 20 | 5 |

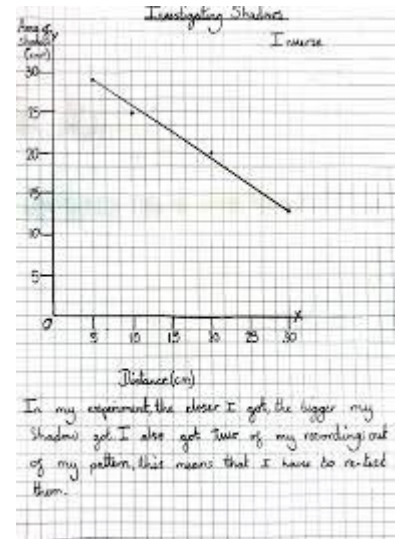
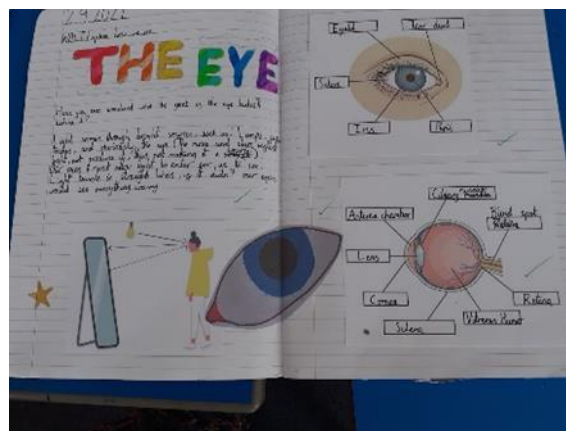
12/20 = 3/5 8/20 = 2/5

Maths work should be presented neatly and so that it supports correct mathematical calculations. One digit should go in each square. A margin should be drawn down the middle of the page for sets of calculations. For longer, more complex calculations, children should rule off after their working out. Rulers must be used for column methods, graphs, charts and shape drawings. All glued in questions should be neatly trimmed and aligned with the squares in books. Corrections, reflections, self and peer assessment and journaling should be in blue pen.



Science

Science overviews are in the medium term plan. Twinkl, PZAZ and Developing Experts can all be used for ideas for lessons. Children should have plenty of practical experiences. PZAZ has videos showing how to develop science investigation teaching in lessons. Children should meet at least one key scientist during their unit of work. Science books should contain investigations, graphs and charts, scientific knowledge, photo collages of practical work, children's reflections and comments.

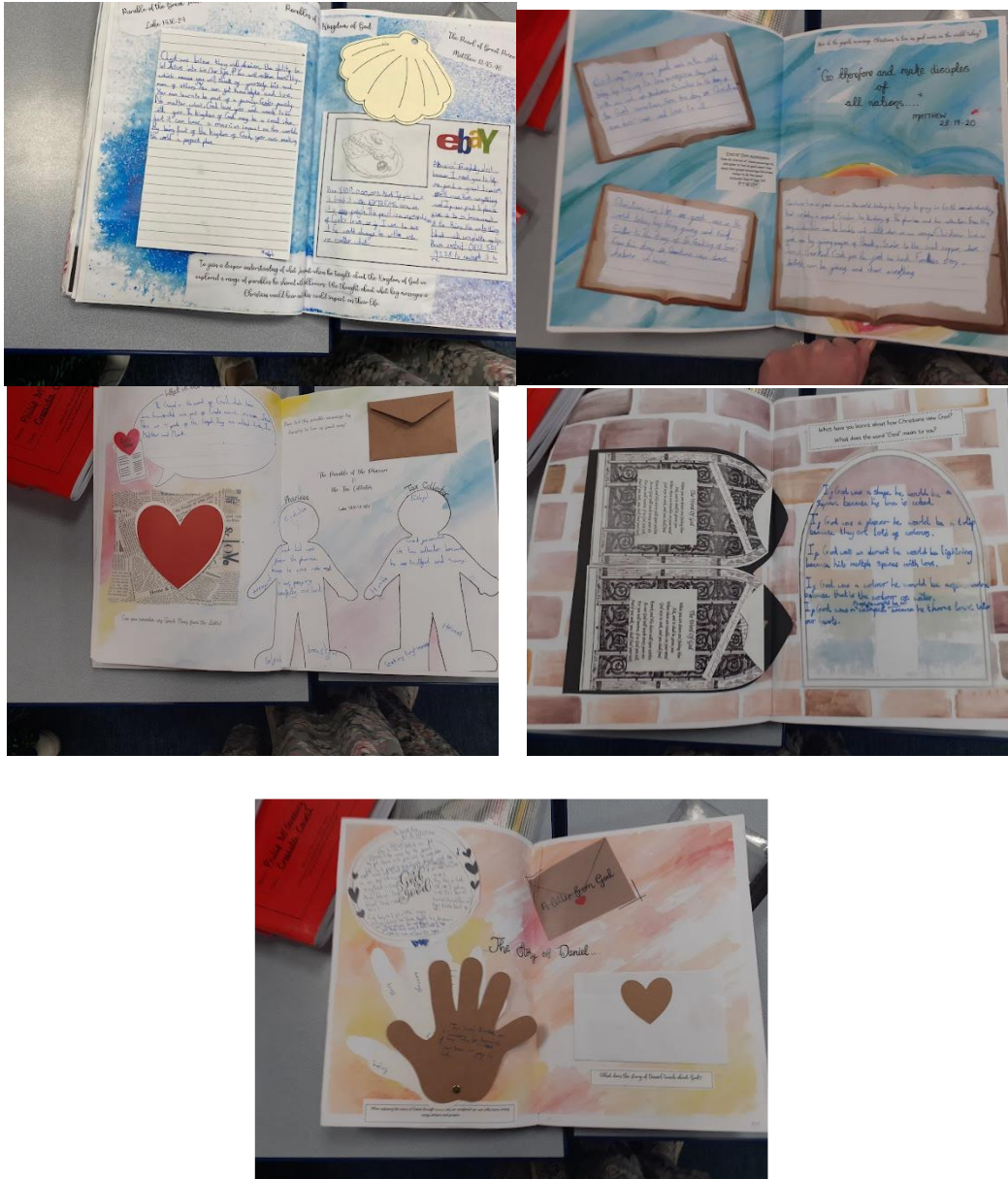


RE

Medium term plans based on the LA syllabus are provided as a guide and the medium term plan records what must be covered. Lessons should focus on discussions and experiences with follow up tasks. Work is recorded in an RE scrapbook (examples provided). Each page is a water colour background and then children add activities each week. Teachers may need one or two of



these. In the last week children should complete a final assessment piece which is longer recording and answers the overall unit question. Each unit covers Christianity and classes' comparative faith, it is therefore important that teachers complete all of the learning before the assessment task so that pupil's experience the comparative faith.



Topic (History/Geography)

The medium term plan gives the overview. We have access to Twinkl, the History Association website and Keystage History. There are also resources on the St Chad's Shared Hub. Learning should be recorded in Topic books, please ensure these are not worksheet heavy and be creative and how children record learning.

St Chad's CE Primary and Nursery School
 'A Future with Hope'
 Jeremiah 29:11



11.18.2021

MIGRATION

Some examples of migrating animals are: **Zebras, geese, salmon, seals, and swallows.**
 Did you know, butterflies are common migrators?

HUMMINGBIRD

Report: Hummingbirds are amazing creatures. They have to hide from predators, in very green areas so they blend in. They eat nectar. It's scarce, so they have to fly faster to get more. They also have to fly to get nectar. They also have to fly to get nectar. They also have to fly to get nectar.

England
 Skillful Sky-wanderer
 Racing, Progressing, Exploring
 Learning of forward the
 leaving the grass, glowing sun
 Descending, Staring, Fluttering
 Exhausted Escaper
 Africa

Annual migration is where an animal travels from cold to climate to warm areas. Usually come back to place to breed and eat. Amazingly they find their way by landmarks and stars.

People get also migrate like wholey arts, songs and music. They are looking for safety and food. There are some reasons people migrate.
 Danger: Natural disasters.
 Food
 Love
 Land
 Love

Shimmering!

Monday 4th October
 WALT: Identify the events that led to WW2
 I can research the events that led to WW2
 I can make links between WW1 and WW2
 I can record events in a timeline
 I know how WW1 led into WW2

10th May 1940
 Germany attacks across Europe

1930-33
 German great depression

1933
 Germany begins to make weapons

10th November 1918
 Germany signs a peace agreement to end WW1

28th June 1914
 Franz Ferdinand is assassinated in Sarajevo

1926
 Hitler youth is set up

1918
 German revolution

1918
 German revolution

13.21 WALT: Explore the main conflicts across the world and in Britain
 I can place events in chronological order
 I can explain the difference between battle, war and conflict
 I can research key facts about historical events over time

Unhappy of there
 was King Henry VI
 the Duke of York the
 sought to be king, but failed.

Battle of the
 Hastings 1066

25th
 Battle of
 October
 1445

War of the
 Roses
 1455-1487

The English
 Civil War
 1642-1651

World War
 I
 1914-1918

Iraq
 War
 2003-2011

The Crusades
 1095-1271

The hundred
 year war
 1337-1453

Spanish
 1588

World War
 II
 1914-1918

World War
 1947-1991

KEYS
 - Candidate
 - Battle
 - War
 - Civil War

100

Lovely presentation.

Monday 13th September
 WALT: Identify two dynasties in a civil war
 I can explain a civil war
 I know the names of the main sides in the War of the Roses
 I know some of the qualities of each side
 I know how the Royal Family affected the War of the Roses

The house of Lancaster

The house of Lancaster fought because they were the house of Lancaster. They had a son who called for the throne that Henry VI. Also Richard the III was a usurper. Moreover they fought Edward IV was arrogant.

Beautiful shield and excellent understanding of the two sides.

Can you explain one of your shields?

Purple means royalty and tower Lancaster is Purple.

Spud means skills at war and York is great at fighting

YORK

LANCASTER

HOW TO REPRODUCE THE ARTIST'S ORIGINAL WORK?

WHAT DID CAVI ARTISTS USE TO CREATE PAINTINGS?

Why do you think the artist wanted to make this picture? To show what people did in the stone age, every day.

How many miles away is London from the UK?

Where is the Big Ben in London?

Using aerial photographs, what features and physical features can you see?

LONDON



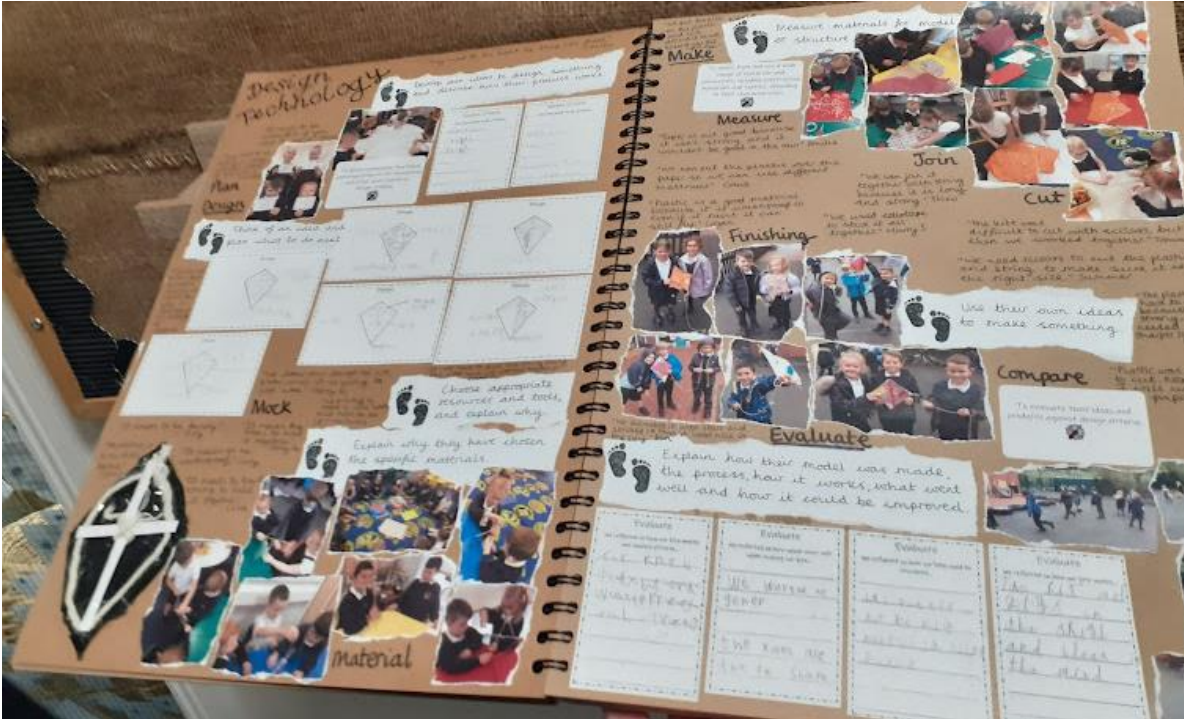
Art

An overview with links to ideas for sketchbooks and final pieces is provided. Children have sketchbooks for recording their learning journey and final pieces. A small steps double page should be added to class book each half term. The St Chad's Shared Hub contains resources for art.





day. When DT is completed it should be recorded in class book with the small steps as a double page spread.



Music

For one term this will be provided by Junior Jam as instrument tuition for 2 classes as PPA. The TA will make a double page spread of the skills learnt in the class book. For the other two terms teachers will follow the National Model Curriculum for music using Sing Up. The small steps completed should be recorded in the class book as a double page spread.

PE

To be updated with scheme chosen by PE lead. PE should be recorded as a double page spread in the class book, with the exception of swimming. Sometimes teachers will team teach PE with a coach to develop teachers skills in teaching PE. The long term PE overview shows which areas teachers should cover.



PSHE

We follow the Jigsaw scheme and children should have a half hour lesson of PSHE each week. A double page in the class book can be used for children's ideas and reflections. The last PSHE lesson of the half term should be the Global Goal lesson which needs to go in Topic books. These are detailed in the medium term plan and on the Shared Hub.

Reflection/Worship book

When it is a teacher's turn to take Wednesday's assembly with the class, teachers should complete a double page in the Whole School reflection book. Vision Group Y6's will be responsible for checking this is kept up to date.

