

# Millbrook Primary School



## The Millbrook Way

### Creation & Review

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## **What is the Millbrook Way?**

The Millbrook Way documents what life as a teacher is like in at MPS and what we expect from all our staff with regards to teaching and learning.

Our motto “Believe and Achieve” is for everyone, as we hold lifelong learning at the heart of all we do.

In order to achieve our vision we have adopted a set of core values around which school development is planned. These state that everyone has the right and the responsibility to be:

- Inspired and inspire others
- Respected and respect everyone
- Successful and help others to succeed
- Resilient and help others to develop resilience
- Heard and cared for

As a child who struggled in primary school until what we called ‘top class’, now year 6, I am passionate that all children are given the best opportunities so that they can become the best they can be. It is our responsibility to provide learning opportunities that are equitable to all. We promote equity rather than equality throughout school.

The Millbrook Way is a working document. Over the course of its life we will add / amend and listen to ideas to improve the Quality of Education of all stakeholders at MPS.

## **Millbrook Primary School Curriculum Intent Statement**

At Millbrook Primary School we believe that all children can achieve.

Every child is recognised as a unique individual but also part of the wider school community.

Community involvement is an essential part of our curriculum as our children learn new skills that enable them to take an active role in events throughout the year.

The curriculum at Millbrook provides engaging learning experiences which allows children to build resilience, confidence and independence. We believe that childhood should be a time where there are no limits to curiosity with a thirst for new experiences and knowledge.

Our aim for children is to leave Millbrook Primary aware of global opportunities where they have the confidence to communicate, make decisions and aspire to become lifelong learners.

We have carefully planned an ambitious curriculum over the last 9 months that is planned and sequenced with cross curricular links. It is genuinely 'broad and balanced'. It looks back at previous learning and forward to new learning so that our children can make essential links. The Millbrook Primary curriculum has been designed, developed and adapted to meet the needs of all our pupils collaboratively by all our staff.

The ***'seeds we plant today will grow throughout a child's life'***.

**What does Teaching and Learning look like at MPS?**

At Millbrook we place the children of our school and community at the heart of everything we do. Every child that attends Millbrook deserves to receive a quality education that is delivered in an aspirational way by quality teachers who have high expectations of those they teach.

Quality teaching of English includes teachers having secure subject knowledge, high expectations of learners, consistent modelling of skills and enthusiastic teaching. Quality learning of English is when children are engaged and active in lessons. Children are able to feel proud of the work they achieve and can talk about their learning.

Quality teaching of mathematics includes teachers having secure subject knowledge of the mastery curriculum following the CPA approach. We allow and encourage children to grapple with new concepts until links are secured. Quality learning of mathematics looks like children using concrete resources and exploring this by using pictorial examples, moving on to abstract thinking. Children know that not only are they learning a concept, but they are becoming masters of that concept by being able to represent it in a variety of ways.

Quality teaching of Foundation subjects includes having a knowledge of the class you teach and the local area you teach in. We use knowledge organisers for each subject to build upon prior knowledge. Teachers use high quality resources to supplement this curriculum. We use the principle of CPA from maths mastery to support scaffolding in other subjects, including English.

Teachers need to have good subject knowledge of the topic they are teaching so that they can explore a variety of ideas within it. We offer a programme of 'in house' CPD, complimented by training run by external organisations. This is supported by implementation teams whereby team leaders support the modelling of particular pedagogy and peer review. This implementation cycle runs over four weeks and is reviewed at the end of this period by SLT. Quality learning of Foundation subjects includes children being creative, making links to other areas of the

curriculum and showing curiosity. Children show enthusiasm for their subject because teachers have given their learning a context.

### 3

#### **Planning at Millbrook**

At Millbrook we consider the most effective use of teacher's time and therefore the balance of their workload. Cutting and pasting from one document to another just so that it is in the format the school requires is unnecessary.

In **English and Mathematics**, the requirements of planning is as follows:-

- teachers use the Herts for Learning format that is provided
- teachers interact with and annotate the planning for the needs of their class, showing scaffolding
- teachers use this planning as a working document where assessment is shown explicitly
- planning is filed in a folder for subject leaders to collect and monitor
- (See example Appendix A and B)

In **Science**, the requirements of the planning is as follows:-

- teachers use the planning format provided by the 'Tig Tag' scheme of work.
- teachers interact and annotate the planning for the needs of the class showing scaffolding
- teachers use this planning as a working document where assessment is shown explicitly
- planning is filed in a folder for subject leaders to collect and monitor

In **History, Geography and Art & DT** the requirements of the planning are as follows:-

- teachers use the Millbrook format that is provided (See Appendix C)

- teachers interact and annotate the planning for the needs of the class showing scaffolding
- teachers use this planning as a working document where assessment is shown explicitly
- planning is filed in a folder for subject leaders to collect to monitor

In **Computing**, the requirements of the planning is as follows:-

- teachers use the Herts for PurpleMash plans
- teachers interact and annotate the planning for the needs of the class showing scaffolding
- teachers use this planning as a working document where assessment is shown explicitly
- planning is filed in a folder for subject leaders to collect to monitor

In **PSHE and RSE**, the requirements of the planning are as follows:-

- teachers use the SCARF scheme of work and planning
- teachers interact and annotate the planning for the needs of the class showing scaffolding
- teachers use this planning as a working document where assessment is shown explicitly
- planning is filed in a folder for subject leaders to collect to monitor

In **Music**, the requirements of the planning is as follows:-

- teachers use 'Sing Up' plans
- teachers interact and annotate the planning for the needs of the class showing scaffolding
- teachers use this planning as a working document where assessment is shown explicitly
- planning is filed in a folder for subject leaders to collect to monitor

In **RE**, the requirements of the planning is as follows:-

- teachers use the Herts for Learning plans
- teachers interact and annotate the planning for the needs of the class showing scaffolding
- teachers use this planning as a working document where assessment is shown explicitly
- planning is filed in a folder for subject leaders to collect to monitor

In **PE and MFL**, the requirements of the planning are as follows:-

- These lessons are taught by external agencies who provide their own planning.
- teachers interact and annotate the planning for the needs of the class showing scaffolding
- teachers use this planning as a working document where assessment is shown explicitly
- planning is filed in a folder for subject leaders to collect to monitor

### **3.1**

#### **Mathematics**

At Millbrook we use the Essential Maths Planning that is provided by Herts for Learning. EYFS uses White Rose Maths planning. All year groups have long term planning where sequenced learning phases are mapped out each term.

The plans begin with a series of learning steps to secure learning and there are destination questions to keep the level of pitch, range and language for the children in mind. The sequences are best taught in the order that they have been organised. Learning does build over time as the planning is spiral.

Essential and White Rose maths follow the 'Mastery' curriculum approach and contains the following:-

- a series of learning steps to secure learning
- an outline of key conceptual learning
- destination questions to help keep the outcomes in mind
- integrated concrete-pictorial-abstract representations
- teaching strategies and key models
- specific teacher questions to ask (blue shaded boxes)
- examples of appropriate pupil responses (orange shaded boxes)
- speaking frames (orange framed boxes)
- activities, games and resources embedded and as separate handouts
- buffer zones to indicate key pausing moments in the sequence



When using the planning, teachers will need to interact with it and make decisions for their class. It is a guide and not a script. Careful thought is required to adapt the planning to the needs of the class. The front page is not to be ignored as this contains the key concepts covered by the end of the unit and also information on prior knowledge. Teachers should highlight the key parts of the information in this section and then think carefully about what misconceptions could arise.

Lessons are not steps in the learning sequence. Some steps could need longer to consolidate than others. Plans should be annotated to show careful thought has been given to the learners.

Within learning sequences there are 'Buffer Zones' which are space to think about what (exactly) within the first few steps needs further teaching/clarification or practise before moving the learning on. This space also enables teachers to focus on small gaps in learning for small groups of pupils.

All annotated planning will be kept in a Maths planning folder for subject leaders to monitor.

## **3.2**

### **Writing**

At Millbrook, we use planning that is provided by Herts for Learning. As a result of Covid related school closures we are using an adapted 'Back on Track' curriculum for English that has been stripped down so that pupils are taught an effective English curriculum, ensuring that key skills are prioritised and taught within rich and engaging contexts.

There is a Progress Pathway that is designed to be delivered in years 1-6

Each year group has a Progress Pathway document which outlines their suggested journey through the resources.

Back on Track: English comprises the following key elements:

- Year Group Planning Resources:
- Year groups 1-6 receive 3 Focused English Plans (FEPs), designed to reinforce and
- Introduction of key learning in high value aspects of each year group's Programme of Study (PoS) ensuring that the most important skills and knowledge are addressed as soon as possible and in a way that will support successful later learning.
- In addition, each year group receives two Detailed English Plans (DEPs), and a Love That Book plan which together support consolidation of learning from the FEPs and open up opportunities to explore a wider range of objectives from the year groups PoS.

### **Whole School Planning Resources**

The Whole School Explore and Engage Units encourage the school community to come together through the exploration of a wonderful book. The plans are designed to rekindle a love of books and learning together across all year groups 1-6, as well as provide many opportunities for children to engage in a range of writing tasks, ensuring that stamina is enhanced and maintained.

## New: Remote Learning Support

The Back on Track suite includes a Writing Priorities with Links to Online Learning documents. These documents identify quality remote learning sources linked to priority areas of the English curriculum ensuring that children continue to focus on high-value skills during periods of remote teaching.

## Subject Knowledge CPD

Excellent subject knowledge is essential as teachers plan to address gaps in learning that have arisen during lockdown and manage wider skills gaps.

When using the planning at Millbrook we need to interact and engage with it – thinking about the needs of the class, again it is a guide and not a script. Planning needs to be annotated with signposts for differentiation.

All annotated planning will be kept in planning folder for subject leaders to monitor.

Cross curricular writing is key for children so that they can apply skills in other contexts. The same expectation of spelling, grammar and language choices of the work in English books is to be mirrored across all areas of the curriculum.

### **3.3**

#### **Planning for Reading**

At Millbrook we promote pleasure for reading. Our library has been revamped with a 'Harry Potter' theme to reflect this. Covid allowing, classes visit the library once per week and children take ownership of books borrowed and returned using our new system from Librasoft.

Whilst reading is interwoven within the English planning, it is important to teach discrete Guided Reading sessions every day in which reading skills are explicitly taught.

In Key Stage 1, due to Covid this looks like 'Shared reading' where a teacher explicitly teaches a group of learners each day. The Teaching Assistant carries out shared reading with the rest of the class during this time.

In Lower Key Stage 2 this looks like a carousel where a teacher explicitly teaches a group of learners per day and the other groups are carrying out activities related to their texts.

In Upper Key Stage 2 this looks like 'Whole class reciprocal reading' where everyone is using the same text. Echo reading is encouraged as a class. Children are encouraged to read aloud. Children need to know which skill they are using everyday – Predicting, Questioning, Clarifying or Summarising.

All assessment needs to be documented using Guided Reading forms (See Appendix D)

Teachers need to familiarise themselves with good quality age related texts so that they can guide children in the direction of their choice of book.

### **3.4**

#### **Planning for Phonics**

See separate Millbrook Phonic and Spelling Policy.

DO NOT COPY

### **3.5**

#### **Planning for Foundation Subjects**

Millbrook has a newly designed progressive curriculum to reflect the culture of our school. Skills and knowledge are built upon to ensure links are made within the schemata of learners across subjects. When planning, teachers need to think carefully about the opportunities for links in knowledge, skills and vocabulary. Each year group uses knowledge organisers with the children to make this explicit.

When planning for Science, teachers need to encompass high quality teaching materials. The school uses Tig Tag as a resource but this can be supplemented with other quality resources.

History and Geography planning will be written on Millbrook's proforma where high quality resources are used. This planning will again need to be stored in a folder where subject leaders can monitor.

Perhaps the important information here is which subjects use which resources e.g. Science -Tig Tag and the expected outcomes e.g experiments recorded in Science Books, Humanities in Topic Books (to fit MPS)

Art/DT – outcomes: one finished piece/one finished make per half term.

General monitoring of SLs – subject leaders have a half termly and termly review with the HT. There will be general catch ups during Leadership training. All monitoring forms come direct to AHT or HT

### **Marking**

At Millbrook we are adapting our marking policy (see Appendix G). Due to Covid, we are changing the way we respond to children's work. Formative assessment is key at the moment. It is imperative that there is immediate feedback and children immediately making changes.

So, as a school these are the guidelines:-

- Increase over the shoulder marking
- Verbal feedback that is focussed on actions
- Continue next step challenges but rather than writing in books put these on the board.
- Quality quizzes
- Children to write with a black pen or pencil
- All corrections by a child with a green pen
- Teachers to mark with a blue pen
- Marking codes (see separate policy)
- Mark to the success criteria/ Learning objective
- Date and L.O/ WALT have been copied correctly
- Handwriting – Feedback on handwriting should be in line with the Nelson handwriting scheme. Encourage children to practise letter formation, joining etc.
- Spellings – High Frequency words/ Common Exception Words encourage accuracy
- Bring to children's attention when there are spelling mistakes; they will have to identify them and correct them.
- Maths ticks (by each calculation) for correct and . for children to go back and correct
- Always start with a positive comment – praise what they have done really well – verbally or written.
- Use a good example for the next lesson
- Go back and check next steps have been completed and acknowledged
- Encourage peer marking – this needs to be explicitly taught.

## Book expectations

At Millbrook, we expect all staff to have the highest of expectations when it comes to books. This includes presentation and handwriting.

Presentation and handwriting expectations allow children to be proud of their work.

At Millbrook School, we expect a consistently high standard of presentation and handwriting which is actively promoted across the whole school.

### Presentation across the school:

- Full names are typed on labels for the front of books. Font and size: Comic sans 14
- Every piece of work is dated and in KS2 underlined (the long date including the year in all subjects except Maths and handwriting). EYFS write the short date and Year 1 start by writing the day at the left hand side of the page.
- In KS2 all work has an underlined LO (learning objective).
- In EYFS and KS1 the children use the word WALT (What are we learning today?) In EYFS and the beginning of Year 1 these are typed and stuck into books. When the children become confident then they will start writing the WALT. Children are encouraged to write the WALT in Year 2.
- Children write in pencil in maths books. In KS2 maths books children draw a 3 square margin. All children will write one number or symbol in one square. **This requires active modelling.**
- All drawings and diagrams are in pencil. Children are taught how to use a ruler with increasing accuracy from Year 3 onwards.
- Pencil crayons, not felt pens, are used in exercise books.
- Green pens are used for by the children for editing. Blue pens are used by adults for all marking including non-negotiables.
- One single line is used to cross out mistakes or edit writing. No rubbers are used.



- Books are presented well with all children aware of the expectations (no writing or doodling on the outside or inside of covers).
- Children are taught where to start a new piece of work and in KS2 will line off as appropriate.
- Expectations are made clear at the start of every lesson about the presentation, quality and quantity of work expected. Praise is given specific to the progress of each child related to their needs. Poor presentation is challenged through verbal feedback and marking.

### **Handwriting across the school:**

Teaching handwriting is a priority. The aim is for children to:

- Write cursively with efficiency and speed, without having to think hard about how to formulate letters and join their writing. This enables them to concentrate on what to write.
- The teaching of handwriting is essentially a non-creative activity which involves training, tracing, copying and practising (remind the children: practice makes perfect). It is essential that children watch their teacher demonstrating how to formulate and join letters. Having done so they should try to emulate the teacher's model.
- Children should then be taught to compare their results with what the teacher has written. Older children can also use peer assessment. Essentially rigour should be at the heart of the approach adopted by teachers to this key skill. The teacher must be 'prepared for the long haul' and relentlessly repeat expectations that need to be established at the start of each academic year. Alongside this, frequent opportunities to show the very best examples produced by children (on IWB slides; under a visualiser; by passing a pupil's workbook around) should be found.
- In a whole class handwriting session it is recommended that the teacher choses a small group of children to focus on, looking at their efforts and providing feedback to them. This should assist the children to pay attention to detail. They should be aiming to

produce an exact copy of what the teacher has done on the board or under the visualiser. Giving specific feedback about how to improve will result in more accurate handwriting. The advice is: be very meticulous with children and teach them to be meticulous too.

## **Overview**

- All classes use the Nelson Handwriting scheme.
- Children are encouraged to maintain a correct posture, pencil grip, paper position and pressure. Left handed children will need specific teaching to meet their needs.
- Handwriting is discretely taught daily in the EYFS. At the early stages this will be activities which develop fine motor control and encourage mark making.
- Handwriting is taught discretely at least twice a week in Y1 and Y2 and once a week in KS2. Shorter sessions taught more frequently have more impact than a longer session.
- Handwriting is recorded in the back of the English books. After practising the individual letters or joins there should be an opportunity to apply the skill in to a word or sentence.
- Additional handwriting sessions are given to those children whose letter formation, joining or speed requires improvement.
- Letter formation that needs targeting is transferred to the top of the next page so the child can practice before the lesson and will also has a visual reminder for the rest of the lesson.
- Children write in pencil until they have a consistently fluent, legible style then they will move onto black pen. This is at the discretion the teacher and once on pen, the child should not be moved back. Children show their work to the English subject lead and are then awarded a pen licence in assembly.
- All children from year 1- 6 will have a sample of their best handwriting stuck in the front of their English book. This is the standard of presentation expected in all books. This is updated each term.

## **Learning Teaching Evaluations (LTE)**

At Millbrook, LTE's take place once per half term in all subjects. (Maths and English plus one/two foundation subjects) We like to think that our school is supportive, reflective and progressive with our teaching and learning. In order for this to happen teachers need to embrace our 'open door' environment, where sharing best practice and team teaching are key to improving our practice.

Next steps are always given to teachers to improve best practice and then followed up by the Senior Leadership Team within a time scale to ensure that these improvements have been acted upon.

A copy of the LTE forms can be found in the Appendix (E)

### **Improving Pedagogy: Implementation Cycle**

To support implementation of our CPD around pedagogy, we have established implementation teams with implementation team leaders (one for EYFS/KS1, and one for KS2). Following input during twilight sessions or INSET on a particular aspect of pedagogy that we are developing, teachers have the opportunity to see this modelled by their implementation team leader. Team leaders will then follow up with a peer review/observation of each teacher in their phase. This is designed to promote professional dialogue and collaboration and to allow people to develop their professional practice within a supportive learning community. At the end of each cycle (which lasts roughly four weeks) senior leaders monitor the implementation of the pedagogical approach for fidelity to the training, and determine whether to revisit this aspect of pedagogy in the next cycle or to move to another.

Once established, our intention is to include support staff in this training and implementation cycle. We aim to run around 5 of these cycles each academic year.

**Pedagogical approaches promoted at MPS are outlined in  
Appendix F**

## **EPIC – Excitement, Pace, Involvement and Challenge**

At MPS we expect lesson to include elements of EPIC. This helps promote the behaviour for learning that we want to see of all our children.

You will find the MPS EPIC document in the appendix. Be aware that this is not an exhaustive list and teachers are welcome to use their own ideas. Where these are used in an LTE they are evidenced in the margin.

## **Special Educational Needs and Inclusion at Millbrook**

At MPS we work hard to ensure that all children 'Believe and Achieve' and children with SEN are fully included in this ethos.

### **Initial Support**

Through high quality teaching and assessment, we track the progress of all children. When children find something about a lesson difficult, small gaps in understanding are addressed by the teacher or teaching assistant before the next lesson and small steps like pre-teaching can take place.

### **Targeted Interventions**

If there are still concerns about the progress of the child, this is then discussed with the SENCo. If needed an intervention is agreed. Parents are involved in discussions about their child's progress and how they can support at home and if needed an initial Passport for Learning can be put in place.

### Further Support and External Agencies

If after an assess-plan-do- review cycle has been implemented the child's progress is still limited, then extra support and advice can be sought from an external agency, for example the Specific Learning Difficulties Teacher, Educational Psychologist or one of the professionals from DSPL4. (See the list below).

### Social Emotional and Mental Health

If a child has difficulty managing his/her emotions and behaviour, The Learning Mentor, Behaviour Mentor and/or SENCo will support. It may be that an intervention such as nurture groups, a therapeutic intervention with the Learning Mentor, or counselling is needed.

We are a 'Hertfordshire Steps' school and follow these procedures at all times. This means we have developed a therapeutic approach to behaviour. The approach we believe in and promote is that we prioritise the prosocial feelings of everyone within the dynamic. Consequences are given within school, however we use the internal discipline model within 'Steps' which means we work with the child's feelings and experiences to teach prosocial behaviour. (See the Behaviour policy – training is updated annually, and induction is given to new staff).

### Education Health and Care Plans

Most classes have at least one child with an Education Health and Care Plan (EHCP). This means that we have a duty to provide what is included in the plan. This will be available in the class' SEN file and support from the teaching assistant and teacher is put into place. Often children with an EHCP will have external agencies working with them and advice and support is provided regularly.

### Intervention Plans

Each class has an intervention plan that is updated half termly. This includes all support that is in place for the children and is formulated in discussion with the teachers and teaching assistant. The plans take into

account the progress of the child and interventions are adjusted accordingly.

### Medical Needs

If a child has a medical need, they may need a Healthcare Plan. This is devised with the SENCo, parents and any specialists if appropriate. These are kept in classrooms and training for staff is given where needed.

### What specialist services and expertise are available at or accessed by the school?

The SENCo co-ordinates provision for children who need to access external services. There are a wide range of services who work closely with the school. These include:

- The Educational Psychology Service
- Communication and Autism Team
- Chexs Extended Services
- Intensive Families First
- Speech and Language Therapy Service and the Speech and Language Advisory Teacher
- Behaviour and Attendance Team
- Educational Support Centre (Rivers)
- Occupational Therapy
- Physiotherapy
- Specific Learning Difficulties Base Outreach (Bonneygrove)
- Phoenix Centre outreach support.
- Advisory teachers for Physical and Neurological Impairments.
- Support in school for children with difficulty managing their emotions.
- School Counsellor
- Emotional support from the school nurse
- Specialist Family Support Worker for children with Autism
- CAMHs

### **Governors Roles and visits**

At Millbrook Governors are responsible for ensuring that all children receive at least a good standard of education. To achieve this they have a rigorous schedule that includes:

- Governing Body meetings
- Governing body visit days

All governors have key areas of responsibility for the curriculum, there is a list on display in the staff room. They visit and speak to subject leaders twice per year.

They also have a document that is called their 'Impact Document' that they maintain. This document has key areas of focus as identified by Ofsted inspections.

## Appendix

### A. Example of English Annotated planning

Herts for Learning Back on Track: English		Whole School Explore and Engage Unit	
		This could be done really well with an adult cribbing where necessary	Anything that grabbed their attention also connections which they noticed
2	Spoken Language-sequencing events	<p>Watch <a href="https://www.youtube.com/watch?v=Hf0t0t0t0t0">https://www.youtube.com/watch?v=Hf0t0t0t0t0</a></p> <p>This is a short animation of the book. Watch with the children. If you look closely, many of it (including facial expressions of characters, includes the picture from the front cover etc.) sequence the story and begin to read it orally.</p> <ul style="list-style-type: none"> <li>by considering some pictures of key events</li> <li>by creating a story map individually</li> <li>by creating a story board</li> </ul> <p>Children could then engage with oral storytelling. Put the children in groups and ask them to wish to split the book up between them. They will also need to consider how they will make After some time, listen to the oral storytelling of each group and offer peer feedback.</p>	<p>Resources</p> <p>L2 - pics of key events</p> <p>Large pics of key elements</p> <p>Provide story map</p> <p>as a class</p> <p>class</p>
3	Spoken language - Vocabulary development	<p>Lead a sensory walk around the class room (could be set up in another space for small groups if needed for social distancing). Use the 5s pads (from lesson 1), some greenery, plants if possible and have some sounds of a swamp in the background.</p> <p>Take children on a walk, imagining they are walking through the <u>swamp</u> where the <u>hag came from</u>. Write down all vocabulary they can think of to describe what they can see, smell, hear, and feel. Give each child a different places for children to collect in younger year groups for example: Gooeyness, stink, bog, smell, colour, sound, touch, nightfall, daylight.</p> <p>Back in class, collect the vocab or encourage children to stretch it further using synonyms if require support the children.</p> <p>CP-V2</p> <p>Ask the children to write a verse (or just a simple description) using the vocabulary that they have collected. Children should look at the pictures from the</p>	<p>model poem</p> <p>Sensory walk - Swamp</p> <ul style="list-style-type: none"> <li>- greenery</li> <li>- plants</li> <li>- music</li> </ul> <p>SEN/EAL template for writing word bank</p> <p>Provide table for see, hear, smell, feel</p> <p>SEN/EAL template for writing word bank</p>

Herts for Learning Back on Track: English

Sentence TA to describe ideas and thoughts

Pre-writing LI - green wavy pads  
- Blue wavy tables  
- Orange scene tape  
- (copies of bc (page)  
- post it notes

Care Test: Tuesday

Written and illustrated by David Wiesner, Publisher

This superb, virtually wordless book by David Wiesner shows an array of frogs who suddenly find themselves flying through adventures that the frog get up to. The text looks beautiful at the primary age range, therefore is a perfect selection for

Day Skills Focus

Spoken Language-questioning

To develop prediction and questioning

Prior to the children coming in, set up the classroom so that there are fly pads pinned to all over the ground and water splashed over tables. This could be the same as that in a class where you have a pond in the end of the book or if that might be the introducing for the children, you may wish to play the frog song for a friendly atmosphere.

<http://www.youtube.com/watch?v=FollowMeAlong&list=PL9d80e6d0c0e7c0e7>

Ask the children:

What could have happened here? How did all these fly pads and water end up over the classroom? Ask children to make predictions on what may have happened and why they think that.

Show the book Tuesday

Explain that there are no words in Tuesday and that everyone will need to look closely at the pictures to help create the story as you go along. Provide multiple copies of the book in small groups so that children can see clearly, or project the pages onto a screen, and take your time to explore each image and discuss. When you finish, look back over the book and encourage reflection and further questioning.

T1 - T3:

Provide children with sticky notes and ask them to write down any questions they might have about the book, which can then be put into the working wall.

T4 - T6:

Provide children with a grid including the following headings:  
Likes/Dislikes/Predictions/Connections

Ask them to complete each section of the grid collaboratively if was prefered using bullet points to show what they liked and disliked about the book.

post it notes → Padlet

provide table

Use Padlet

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Learning Objectives	Route to learning outcome	Differentiation
<p>To incorporate description and characterisation in story writing</p> <p>To evaluate the effectiveness of their writing</p>	<p>Allow the class a few moments to <u>revisit their plans from yesterday</u>.</p> <p>Q: Whose story is starting in the part of the jungle we can see with the tiger? And whose is starting with the hunter exploring in their camp? Anyone want to change their minds?</p> <p>Draw out that they will need to develop their starting point, before moving into the events of the narrative.</p> <p>Ask the children to "freeze frame" their starting point, then to make a few more text in row and then to freeze again.</p> <p>Model thought tracking to take them into the world of the story and then let them practise.</p> <p>Now before you start your stories, I want you to read through the work you have done so far in this unit and notice where your writing was particularly effective. Look for where you improved your first attempts. Reading aloud as if you are performing and at the same time listening as a reader will help you notice what works.</p> <p>Once the children have considered their earlier work, take feedback on aspects of prior learning that will be useful in writing effective stories.</p> <p>Remember to use your plans - and I want you to get no more than half way today. So if the action is moving on too fast, slow down and add some detail.</p>	<p>Focus pupils:</p> <p>Vulnerable groups:</p> <p>Stretch and challenge:</p> <p>Adult support:</p> <p>Scaffolds and resources:</p>
<p>First part of the story evaluated and improved</p>		

Dr Lr O  
Had some  
back with  
Mond back

I need to  
work on  
Hidel, Egan  
Fillip, Verdon  
Mans a day

## B. Example of Mathematics Annotated planning

Year 3

Learning Sequence 5

### Mental Fluency – Addition

<p><b>Key NC Statement</b></p> <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>- a three-digit number and ones</li> <li>- a three-digit number and tens</li> <li>- a three-digit number and hundreds</li> </ul> <p><i>3 core objectives</i></p>
<p><b>Related NC Statements</b></p> <ul style="list-style-type: none"> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>
<p><b>Key Concepts</b></p> <p>Pupils should be provided with many opportunities to cultivate their mental fluency in addition and subtraction before moving onto formal written methods, including ensuring that they can adequately calculate within 20 and then make the links to 100 and beyond, building on from Year 2. Jottings and representations such as <u>the part whole model</u> (already taught in KS1) should be used by the teacher and actively encouraged in the pupils. Again, the <u>regrouping strategy</u> will be highlighted in main teaching. For example, knowing that there are several ways to regroup 73 if we wanted to add it to 50.</p> <p><i>subject knowledge</i></p> <p>Pupils must secure the concepts of sum and that <u>addition can be done in any order</u> through the use of manipulatives. Multi-strategy approaches will be encouraged through the introduction of the 'compensation' strategy but teachers should also expect that pupils may use their own invented strategies and those previously learnt in KS1 such as doubles and near doubles.</p> <p>Using their knowledge of estimation, pupils should be encouraged to check how reasonable an answer may be.</p> <p><i>need to be consistent though not referred to in the steps</i></p>
<p><b>Steps within the Learning Sequence</b></p> <p>Step 1: Adding 3-digit numbers to ones, tens and hundreds with no regrouping</p> <p>Step 2: Adding 3-digit numbers to ones with regrouping ('Think 10')</p> <p>Step 3: Adding 2- and 3-digit numbers to tens with regrouping ('Think 100')</p> <p>Step 4: Mental addition with 2- and 3-digit numbers</p> <p>Step 5: Understanding sum and commutativity in addition</p> <p>Step 6: Finding complements and reordering</p> <p>Step 7: Using compensation to add</p> <p>Step 8: Using multiple strategies to add mentally</p> <p><i>mapping</i></p> <p><i>where does the hard learning kick in?</i></p>

Destination Questions		
<p>1 🌟</p> <p>Always, sometimes or never?</p> <p>When you add 8 to a number with 4 ones, the sum will always end in 2 ones.</p> <p><u>Can you prove this?</u></p>	<p>2 🌟</p> <p><math>123 + 32 = 155</math></p> <p>Use this fact to help you work out these calculations.</p> <p><math>124 + 31 =</math></p> <p><math>103 + 12 =</math></p> <p>For each calculation, <u>explain how the fact helped you.</u></p>	<p>3 🌟</p> <p>Explain why</p> <p><math>140 + 40 = 190</math></p> <p>symbol.</p>
<p>4 🌟</p> <p><math>674 \div 8</math></p>	<p>5 🌟</p> <p>Add 287, 40 and 13</p>	<p>6 🌟</p> <p>How many ways could you solve <math>298 + 60</math>?</p> <p>Multi strategy discussion.</p>

Destination Questions  
 → How do I think they will perform?  
 of pre-teaching - whole class  
 individual

Destination questions  
 Exit  
 How did they do? - notation  
 spiral curriculum

collaborative learning

### Step one

### Adding 3-digit numbers to ones, tens and hundreds

Rehearse counting on and back in tens and hundreds

might consider →  
keeping this rolling

247

Encourage pupils to look at the numbers when calculating

4 + 3	3 + 5	2 + 6
40 + 30	30 + 50	<input type="text"/> + 20 = 80
400 + 300	300 + 500	<input type="text"/> 00 = 200 + <input type="text"/> 00
44 + 43	432 + 50	788 = 4 <input type="text"/> 2 + 36 <input type="text"/>
440 + 30	423 + 405	PROVE THAT IT COA!

Wardn't show  
all at once.  
• might provide it  
small shoots

What do you notice about the numbers in each column?

How could this help you with the missing digits?

Small group  
Learning

looking for the place value system

Do the  
1st 2  
legends

The sum of 4 ones and 3 one is 7 ones.

What is the sum of 4 tens and 3 tens? How would they look different?

## INVERSION!

TAKING  
How in  
the  
action  
he pin

Pupils to work collaboratively to use a root fact in which there will be no regrouping such as  $2 + 3$ ,  $4 + 5$  and to make new facts like the examples above. 'If I know  $2 + 3 = 5$  then...

Pupils to then explore examples such as the destination question below

if I know  $\square \rightarrow \square \rightarrow \square$   
 then I know  
 scaffold.

Notice the link in place value language being used to support the pattern

↳ KEY IMAGE FOR WORKING WALL.

4 + 3

$$\begin{array}{r} 4 \text{ tens} \\ - 3 \text{ tens} \\ \hline 1 \text{ ten} \end{array} + 3 \text{ tens} = 4 \text{ tens}$$

4 hundred  
+  
3 hundred  
= 7 hundred



**Step two**

**Adding 3-digit numbers to ones with regrouping ('Think 10')**

Ask pupils, 'What's different?' about the following examples

*Target vocab: Place Value, Digit, Adding*

*Numbers Bonds*

*check that they are familiar with the changes*

*We can regroup the 6 into 3 and 3. We can then rename the sum  $10 + 3$ .*

*10 + 3 = 13*

*17 + 6*

*317 + 6*

*Regroup  $\square$  into  $\square$  and  $\square$ .  
Rename the sum  $\square + \square$ .*

*Regroup  $\square$  into  $\square$  and  $\square$ .  
Rename the sum  $\square + \square$ .*

*prep for wall + have small ones for tables*

Pupils practise with further examples with regrouping and no regrouping.

See handout\_3LS5\_step2\_add\_ones.

*no regrouping*

*regrouping*

*4*

*PA Plus*

*Herts for Learning*

## Step four

## Mental addition with 2- and 3-digit numbers

Revisit learning above before presenting pupils with varied practice (regrouping and no regrouping) using examples such as:

which ones  
do they  
need more  
practice at?

$7 + 44$

$36 + 321$

$62 + 50$

$23 + 20 + 304$

150 more than four  
hundred

$678 + 8$

can they  
spot any  
regroup?

Use handout\_3LS5\_step4\_splodge to provide further opportunities to rehearse.

Pupils should also have the opportunity to investigate questions such as the example below.

EVERYDAY DIF - Create one of  
your own.

## Activity for exploring ideas at greater depth

Pupils make the following statements true using different digits on each side of the inequality or equal signs.

$$\boxed{\phantom{0}} \boxed{0} + \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{0} > \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{0} + \boxed{\phantom{0}} \boxed{0}$$

$$\boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{0} + \boxed{\phantom{0}} \boxed{0} = \boxed{\phantom{0}} \boxed{0} + \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{0}$$

$$\boxed{\phantom{0}} \boxed{0} + \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{0} < \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{0} + \boxed{\phantom{0}} \boxed{0}$$

**BUFFER ZONE**

Who needs  
support

Who needs  
Depth  
or create own  
splodges.

## C. Millbrook format planning for History, Geography, Art and DT

Geography Plan		Year Group: 6
		Term Date: Autumn
		Week: 2
		Date Commencing: 15.9.2020

UNIT COVERED:			
What makes the Amazon Rainforest so important? Why is it in danger?			
OBJECTIVES	MAIN TEACHING	MAIN ACTIVITY	PLENARY
Week 1 <b>L.O:</b>  To locate countries and identify the position and significance of the Equator	Use google earth to 'take' the children to the Amazon rainforest. Show <b>ch</b> where all the rainforests are located on a world map. What do they notice? Introduce the key vocabulary and discuss the significance of these terms. Children to locate the Amazon in the atlas.	<b>Ch</b> use an atlas to complete a world map identifying the rainforests of the world, the Amazon in particular. They include the Equator North and South hemisphere Tropics of Cancer and Capricorn Arctic and <b>Antarctic</b> circles using a key	What is special about the Amazon compared to other rainforests?
KEY VOCABULARY		DIFFERENTIATION (Ext / Supp / EAL)	RESOURCES
Equator North and South hemisphere Tropics of Cancer and Capricorn Arctic and <b>Antarctic</b> circles		Ensure understand task and the new vocabulary.	Atlas Google earth World maps
ASSESSMENT / EVALUATION / ADDITIONAL NOTES:			
Can children use an atlas? Can children discuss the new vocabulary?			

## D. Guided reading recording sheets

### Year 4 Guided Reading Record

ACHIEVING ARE in Guided Reading sections (Further coverage as appropriate in English lessons)		Dates – eg Autumn 1 OR Children's names					
Vocabulary	applies word reading knowledge to infer meaning of unfamiliar words						
	notes examples of descriptive language and explains the mood or atmosphere they create						
	identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoised						
Retrieving	retrieves information from text where there is competing (distracting) information						
	identifies key words and phrases as evidence when making a point						
	identifies the way descriptive language and small details are used to build an impression of an unfamiliar place						
Summarising	identifies figurative and expressive language that builds a fuller picture of a character						
	explains and justifies an opinion on the resolution of an accessible narrative						
	summarises the main ideas of texts, including non-fiction						
Inferring	identifies techniques used by the author to persuade the reader to feel sympathy or dislike						
	justifies opinions of particular characters and/or settings						
	distinguishes between fact and opinion						
	makes deductions about the motives and feelings that might lay behind characters' words						
	evaluates texts for their appeal for the intended audience						
Predicting	predicts on the basis of mood or atmosphere how a character will behave in a particular setting						
Author's	understands how authors use a variety of sentence constructions						
Reading behaviour and fluency							
listens to the opinions of others and adjusts own thinking/understanding where appropriate							
reads silently, with good understanding reading out different pronunciations of unfamiliar words with support							

You are likely to need one set of these per group.

See annotated example for more

#### Option 1: Using dates in the header box

Put date of session in relevant top box.

Tick / highlight against objectives

demonstrated in the session (these may be in addition to the objective(s) relating to the key question).

Note names/initials of children struggling / exceeding either here or on the weekly comment sheet

Check coverage and consider where else these objectives can be met.

#### Option 2 : Using names in the header box

Put names of children in the group in the header boxes.

Annotate to show when each child has shown enough evidence of the objective to consider they have achieved it.

Remember children will need to demonstrate these objectives elsewhere too.



E. LTE form



**Millbrook School**

**Learning and Teaching Evaluation (KS1 & 2)**

Date	Monitor	Teacher	Year Group

**Outcome from Previous Observation**

Strengths	?	Areas To Develop	?
1)		1)	

*Please indicate in the columns provided if previous strengths have been maintained & areas for development addressed.*

Whole School Focus	Appraisal Focus
1.	

**Summary from Current Observation**

Strengths	Areas To Develop
1)	1)
2)	2)
3)	3)
Review date	

<b>Teacher's Opinion</b>	
--------------------------	--

<b>Support Agreed</b> (Where appropriate)	
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## F. Pedagogical Approaches Promoted at Millbrook

These are guides for teacher review of training received. [Only those for which we have delivered recent training are included here. This appendix will be added to as staff training develops.](#)

### Modelling

- Model what excellence looks like. Link model to Knowledge Organisers (*for subjects where used*)
- Where relevant look at a range of exemplars and contrast with samples of ranging quality.
- Talk through each stage of what you are doing. This should include the before, during and after. Ensure children can see what you do as you think aloud.
- Model the process of reviewing, editing and improving your work
- If appropriate, model alternative ways of doing things (e.g. maths)
- Ensure tasks allow children to emulate the model.

### Metacognitive Talk

- Talk through each stage of what you are doing. This should include the before, during and after. Ensure children can see what you do as you think aloud.
- Demonstrate how you make decisions as you work. These could be decision about word choice, structure, how to present a problem etc.
- Model process questions.  
e.g. Where do we start? How do we know? What might help me to check?

### Scaffolding

- Tasks are broken down into steps
- Exemplars, Knowledge Organisers and other scaffolds are used **within** lessons
- Common goals are set for achievement at the end of a lesson, but a range of scaffolds are provided
- Backward fading is used to remove scaffolds.

- Checking mechanisms are modelled and embedded so children can know themselves if they are correct

## Feedback

- Feedback is framed as an action (growth mindset)
- Whole class feedback enables timely feedback
- Personal feedback is specific and motivating
- Opportunities for feedback are taken in as many interactions as possible

## Maths Mastery: Concrete, Pictorial, Abstract

- Millbrook uses a CPA approach when teaching mathematics.
- The Concrete Pictorial Abstract (CPA) approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics.
- Pupils are introduced to a new mathematical concept through the use of **concrete** resources (e.g. fruit, Dienes blocks etc). When they are comfortable solving problems with physical aids, they are given problems with pictures – usually **pictorial representations** of the concrete objects they were using.
- Then they are asked to solve problems where they only have the **abstract** i.e. numbers or other symbols. Building these steps across a lesson can help pupils better understand the relationship between numbers and the real world, and therefore helps secure their understanding of the mathematical concept they are learning.

## G. Marking Policy – Under review due to Covid and formative assessment.


### Marking and Feedback Policy

#### Consider:

What will children understand by my comment?

What difference will this make to the child's learning?

#### Marking:

- **Mark to the learning objective, spellings and punctuation in blue.**  
How far have the success criteria been met? Has the key skill been evidenced?
- **Address key actions on non-negotiables in red** (e.g. presentation, learning objective written incorrectly, no underlining of date)
-  **Next Steps** – a clear, specific action to practise or extend, can reference a sentence / example to re-try, or fresh challenge
- **Pupil response in green**
- **Train up children to respond to feedback**
- Children focus on **making the improvement**, rather than note 'I'm sorry' etc.
- Guaranteed time for **pupil response** which is **acknowledged**
- Increase **marking on the go** and expecting pupil response within the lesson
- **Avoid vague comments** that refer to the future:  
*e.g. "Remember your adverbs" "Next time think about your handwriting" are unlikely to produce specific improvements.*
- Refer to **specific learning targets** already set
- Use of **talk partners** and **visualisers** for immediate feedback
- **Cooperative improvement** rather than swapping books – two pupils, one book