Millbrook Primary School

The Millbrook Way

Creation & Review	
Author(s)	**Jespy Pereira-Barker (Acting HT)** **John Pickett** **Governing Body**
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Note: Please do not print this document. *The Millbrook Way is constantly being updated in the light of staff training so the only up to date version will be on the server.*	

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1: 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

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.

1.1 Millbrook Primary School Curriculum Intent Statement

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

We recognise every child as a unique individual and a part of the wider school community. Community involvement is an essential part of our curriculum as our children learn the new skills they need to enable them to take an active role in events throughout the year.

Our Curriculum intends to nurture learners who are effective contributors, confident individuals, responsible citizens and successful learners.

We believe that childhood should be a time where there are no limits to curiosity with a thirst for new experiences and knowledge.

We provide a learning environment that actively promotes opportunities for our children to be healthy and active and feel included and respected as well as safe and nurtured.
Our curriculum promotes resourceful and active learning, positive mental health and well-being and a growth mindset. It develops skills in critical thinking, teamwork, creativity, Independence, resilience and reflection.

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.

Millbrook Primary School - Curriculum Vision
'Believe and Achieve'

Our School Values of Inspiration, respect, success, resilience and care are built and developed throughout our curriculum

Intent	Millbrook Intends our learners to be…	**Effective Contributors**		**Confident Individuals**		**Successful Learners**		**Responsible citizens**			
	Who are…	**Healthy and Active**		**Safe and Nurtured**		**Included and Respected**		**Reaching their Full Potential**			
	Our learners will be…	**Resourceful and Active Learners**			**Growth Mindset**			**Positive Mental Health and Well-being**			
	Who demonstrate…	**Critical Thinking**	**Teamwork**		**Creativity**	**Reflection**		**Independence**	**Resilience**		

Implementation	Our learners demonstrate high quality skills in	**Communication**			**Numeracy**		**Digital Skills**	
	Through a curriculum that provides …	**Understanding the Arts**	**Understanding English, Communication and languages**	**Historical, Geographical and Social Understanding**	**Mathematical Understanding**	**Physical Development, health and well-being**	**Scientific and technological understanding**	**Spiritual, moral and cultural Understanding**
	Through…	**Engaging Lessons**	**Positive learning Environments**	**Established Routines**	**Enhanced Opportunities**		**Active Learning Outside**	**Enriching Out of School Activities**

Impact	Learners will be prepared for…	**Effective Transition**			**Life Choices**		**Future Challenges**	
	They will…	**Make good progress and attain**	**Show positive attitudes to learning**	**Demonstrate high expectations**	**Make healthy Lifestyle choices**		**Participate in the community**	**Have respect for self and others**
	We will evaluate pupil progress through…	**Teacher Assessment**	**National testing**	**Moderation**	**Data Analysis**	**Learner Voice**	**Parental Engagement**	**Learning Observations**

School Leaders have designed a curriculum that gives our pupils, especially those living in disadvantaged circumstances and those with special educational needs the knowledge and cultural capital they need to succeed.

Our curriculum is broad and balanced and is designed to enable our children to develop advanced skills in communication, numeracy and digital competency in all areas. It exploits links between subjects and gives pupils a range of memorable experiences, such as real-life hands-on experiences, extra-curricular activity, residential trips and motivational visitors into school

1.2 The Key Principles of Learning at MPS

Learning is *making sense* of information for yourself. It *involves linking the new information with your existing knowledge to create a new understanding. This means that:*
The more secure we are of our children's existing knowledge (assessment for learning).
The more targeted we are with our teaching (high quality first teaching).
The more accessible the teaching (Millbrook Way).
And the more meaningful and fun the Learning Activity (the MPS curriculum),
The more effective our children's learning will be

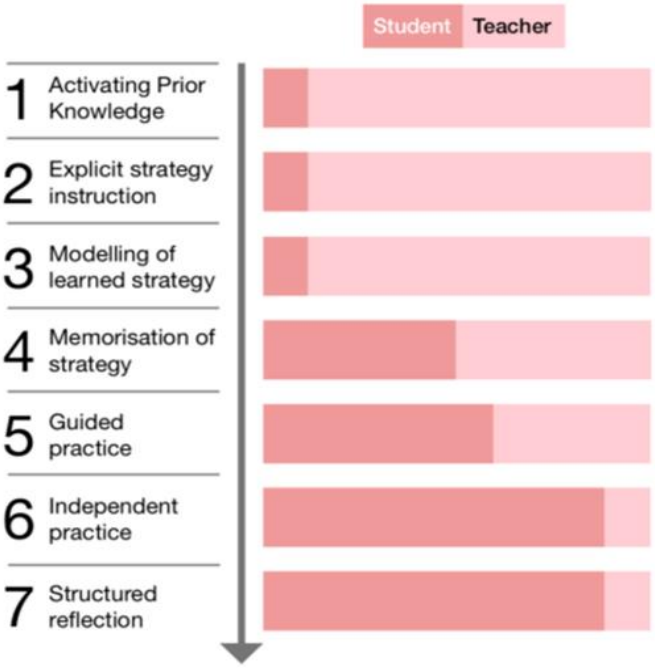
The ***'seeds we plant today will grow throughout a child's life'.***
Supplementary Documents: ***Intent, Implementation and Impact in English***

2: What does Teaching and Learning look like at MPS?

***The strategies highlighted within the Millbrook Way are drawn from EEF Metacognition: Seven-Step Model* - Julie Kettlewell 10 February, 2022**

Draws from the EEF Metacognition and Self-regulated Learning Guidance
This identifies a 'Seven-step model' of teaching to develop independence in learning
It is EEFs first attempt to put their research together into a pedagogical approach.

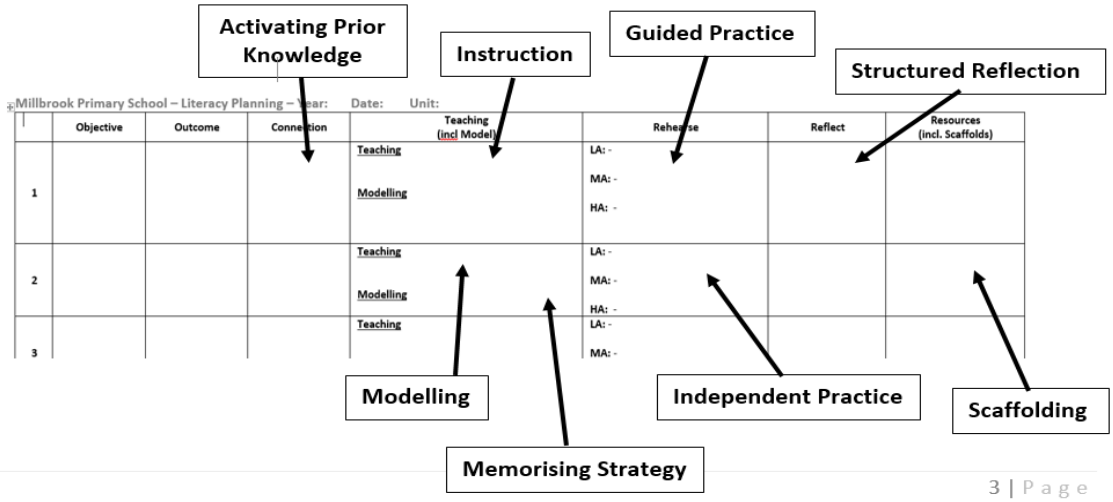
The 'Seven-step model' a framework to develop independence in learning



The aim of this approach is to gradually increase pupil confidence and independence in the learning process.

We are always seeking to scaffold towards greater independence. It is a process that is purposefully supported though explicit modelling and teaching. Eventually, novice pupils go on to develop strategies for themselves by recognising similarities and differences between things they have seen and done before.

Note the sliding scale in the right column reflects the growth of confidence and change in responsibility for learning – from dependence to independence



The 'Seven-step model' a framework to develop independence in learning

1. **Connection**

Activating prior knowledge:

Key Questions - What is the essential knowledge and how will you ensure all pupils have it before you move on?

Activating prior knowledge can help students link learning to existing knowledge, make connections between topics and enhance their critical thinking skills. It can be done by sharing examples of previous learning, correcting mistakes, reviewing what they found difficult or asking them what they remember about the topic so far.

It can also help teachers to ensure that lessons are appropriately pitched and build on the secure foundation of prior understanding. If teachers are not 100% certain of prior knowledge: Stop – Reteach – Ensure students are confident of the earlier step before moving on

2. **Teaching**

Explicit strategy instruction*:*

Key Questions - **What is the new knowledge or new technique that you are teaching? How can this be transmitted most effectively?**

Cognitive Load Theory identifies the limited capacity of our working memory has a. If students are presented with too much information at once they can become overloaded which stops learning because brain can no longer process all the information being presented. New learning should be 'chunked' or broken into small steps either by teaching one step at a time (until the learners are secure) or removing any irrelevant material and just focusing on what your students need to know.

Explicit instruction is not just 'teaching by telling' – learners have to be engaged in the process. For example: A teacher might model a strategy for summarising a paragraph by initially 'thinking aloud' before giving the pupil the opportunity to practise this skill.

Engaging in effective questioning techniques is one of the most powerful tools a teacher can use to enhance student learning and encourage them to explore a topic in more depth. Questions allow teachers to:

- Establish how well a class is engaging with material
- Determine whether to dedicate more time to explore a topic
- Improve their students' metacognition
- Encourage their students to be inquisitive themselves
- Enhance student learning by requiring them to practice retrieval

Effective Questioning

Use 'No-Hands up' questioning to challenges engagement of all.

Use TTYP to give take up time for all

Well-focussed Questions:

- Establish how well a class is engaging/understanding
- Consolidate understanding
- Determine whether to twist or stick
- Improve metacognition
- Inspire inquisitiveness
- Practice retrieval

3. **Modelling of learned strategy***:*

Key Questions **- How will you model how to complete the task? How you will model your thought processes as you do this?**

Consider how you will explicitly demonstrate perseverance, resilience and learning from mistakes you have made in the past.
Modelling is not Showing! It is much more interactive and should actively draw on learners' ideas and address their misconceptions.
Use the I do, We do, You do approach to facilitate independence.
Worked examples, demonstrating how to solve a problem, and thinking aloud are all modelling strategies that teachers can use to aid student learning. This is because it allows students to focus on the specific task at hand, reducing the overall demand on their cognitive load.
Use a visualizer to model worked examples.

4. Memorisation of strategy:

***Key Questions* - How will you check to see if pupils have understood what you have taught them?**

Stop every now and then to gauge whether students are understanding the learning material. This can be done by asking students to summarise the information, asking questions about the material, what their opinion is, or asking them to make a presentation. This allows you to identify any misconceptions and clarify any points that your students are still struggling with.
Note: Avoid just asking one or two pupils and assuming that this reflects the understanding of the whole class.

'Scaffolding'

***Key Questions – What support doe the learners need to access this learning?* How will it be used? How can the learners access it when they need it?**

A scaffold is a temporary support that is removed when it is no longer required. It is important in facilitating students' mastery of a concept as it gradually shifts responsibility in the learning process from the teacher to the student. The temporary support it provides helps students reach higher levels of skill acquisition and comprehension that would have not been possible without assistance and should be available for as long as the learners feel that they need it. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

- Support can be visual, verbal, or written.
- Writing frames, partially completed examples, knowledge organisers, essay prompts, bookmarks, structure strips and sentence starters can all be useful.
- Reminders of what equipment is needed for each lesson and classroom routines can be useful.
- Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising

5. **Rehearsal**

***Guided Practice**:*

***Key Questions* - What support will you put in place initially for all pupils? How will those in need of extra help be supported in a way which promotes and sustains their confidence and competence once the scaffold is removed?**

It's not enough for a student to learn information once. Students need enough time to ask questions, practise retrieval, or get the help they need in order to take ownership of new learning for themselves. They have to keep rehearsing it through summarising, evaluating, or applying this knowledge. If teachers rush this process, then students' memory on lesson material will be diminished.

6. **Independent practice**

***Key Questions* - Pupils will need varying amounts of guided practice, how will you plan for them all to have the opportunity to engage in independent practice, and what will this look like?**

By practising or "overlearning" a task, students develop greater fluency and automaticity in the skill they're trying to learn. Overlearning can help students recall this information automatically, keeping the space in their cognitive load free for new learning.
Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept.
The aim of the mastery curriculum is to challenge learners to apply their now understanding in new ways on new situations. The focus should therefore be on clarifying, reinforcing and applying existing skills rather than continually moving on.
You can develop independent learners in your classroom by encouraging students to:

- Develop a sense of purpose
- Collaborate with others via group work
- Think reflectively
- Setting goals

7. **Review**

***Structured reflection**:*

***Key Questions* – How can students be helped to recognise their new understanding**

Learners need to know what they know. This is especially important after the learning process when they need to know what they know now. Active refection allows them to make connections between new information and old knowledge, enhancing their understanding of a topic.
Individually or in small groups, support pupils to think about what went well and what they would do differently next time. Also encourage them to reflect on how their emotions and motivation levels affected their performance in the task.
Technology applications, such as online quizzes can prove effective.

Feedback

Key Questions – What has gone well? What could go even better?
Feedback:

- Closes the loop in the learning process
- Validates learning by valuing effort and achievement
- Identifies and addresses misconceptions
- Helps children to improve on their previous best
- Note: feedback should inspire thought or action – learners should do something as a result of the feedback they receive

Supporting pupils and scaffolding their learning in this way can help every pupil move from dependence to independence. Not only that, but by improving pupil performance, we can develop their belief in their own competence and in turn, their motivation to achieve. Whether it is improved homework, revision, or similar, the benefits are likely to pay off for our pupils.

The Seven Step Model – An Example

Flashcards

1. Activating prior knowledge.	Ask pupils when they have used flashcards in the past. When have they found them most useful? Do they remember how much information they should write on them? Will they look different in your subject to other subjects
2. Explicit strategy instruction.	Provide step-by-step instructions about how to complete flashcards in your subject – explaining why this is the most effective way to create them and use them (subtle subject specific differences may be easily missed).
3. Modelling of learned strategy.	Show an example of a completed flashcard, as well as possibly one that isn't as effective (examples and non-examples) and explain why this is the case. Share your thought processes with the pupils if you complete one live for them, verbalising how you are demonstrating perseverance, resilience and learning from mistakes you have made in the past. For instance, it may be when you have written too much onto a card or dropped a card from the set too early, as you were over-confident.
4. Memorisation of strategy	Check to see if pupils have understood the instructions. You could ask them to explain to their partner why one modelled flashcard is better than another and walk round the room to listen and check for accuracy.
5. Guided practice.	Start with some partially completed cards where pupils just need to fill in some missing words, then move on to providing a list of key words for a topic (you could ask the pupils to work in pairs to write the relevant descriptor for them). Some pupils may need the key words for the subsequent topic, whereas others may be able to do this themselves without support.
6. Independent practice.	All pupils then complete flashcards for the next topic independently and then try self-testing using the cards.
7. Structured reflection.	Individually, or in small groups, support pupils to think about what went well and what they would do differently next time. They could look at each other's cards to think about different techniques (e.g. colour coding) and the possible benefits of this. You may also encourage pupils to reflect on how motivated they were during their self-testing.

2.2 English

In English, teachers are expected to have secure subject knowledge, high expectations of learners, and be able to engage children as enthusiastic and active in learners. Teaching is based on a clear progression in skills and a detailed curriculum map identifies the learning for each term.
Teachers are expected to set learning targets and modify all planning to meet the needs of all children in their class.
As a result of the high quality teaching they receive children should feel proud of their achievements and be able talk openly about their learning.

2.3 Mathematics

In Mathematics, teachers need to have secure subject knowledge of the mastery curriculum and follow the Concrete, Pictorial and Abstract (CPA) approach to teaching and learning. We allow and encourage children to grapple with new concepts until links are secured.
Children are introduced to new learning through exploring concrete resources. As they become more confident they move to pictorial representations before 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.

Once a week children experience *'Funtime Friday'* which gives them the opportunity to overlearn or apply a skill they have previously studied. All children should receive *fraction Fun* Sessions 3 times every week to help them embed their number bonds and number tables.

2.4 Foundation Subjects

We use knowledge organisers for each subject to build upon prior knowledge. Teachers use high quality resources to supplement this curriculum and apply the principle of CPA from maths mastery to support scaffolding in other subjects, including English.

2.5 Teacher Support and Development

The Millbrook Way is implemented and developed through a coaching approach that provides the individual support that teachers need to ensure their impact in the classroom.
Termly teachers meet with a senior leader to review their teaching confidence and identify a development focus for the next term (often following a school development priority). Teachers then identify and agree the support that they feel will benefit them. This can be through a package of staff inset, joint planning, peer and coaching observations and planning and work sampling. All progress is reviewed at the end of each term.

2.6 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.

3: Marking and Feedback

(see marking codes)

At Millbrook our feedback strategy is based on research that states giving children immediate feedback on their work has greater impact. Children are able to respond and make changes to their work enabling them to progress.

Teachers use the following strategies to enable this to happen:-

i. Over the shoulder marking should be used whenever possible during lessons in order to address pupils' misconceptions or move their learning on
ii. Develop peer marking – which is explicitly taught.
iii. Mark to the success criteria/ Learning objective of the lesson
iv. Always start with a positive comment – praise what they have done really well – verbally or written before identifying what could be done better
v. Both written and verbal feedback should be specific and focussed on actions – doing something i.e. correction or application
vi. Expect children to correct spellings to improve accuracy and at least in line with year group expectations
vii. Teachers to mark with a blue pen using agreed Marking symbols
viii. All responses / corrections by a child with a green pen
ix. Go back and check next steps have been completed and acknowledged
x. Use a good example to celebrate learning during the reflection at the end of the lesson or at the beginning of the next lesson

5: Assessment for Learning

Assessment for learning is:

1. The use of existing knowledge as the basis for next step learning.
2. The cornerstone of all learning
3. Used as the basis for identifying targets for all groups of children

Pitching Teaching

As all new learning is based on the secure foundation of existing knowledge, all teaching should pitch new learning by revising the children's existing knowledge before progressing through the 3 levels exemplifying each of the group targets.

The pitching of the learning can come during the learning rehearsal activity as the learners make sense of the new learning for themselves

Note: if when you start teaching you realise that the learners are not secure in their prior knowledge, this approach allows you to refocus to ensure that you are building new learning on existing understanding.

Evaluating Learning

The approach to evaluating learning is the same in both reading and writing.

Evaluation takes place at the end of each unit

Pupils self-evaluate (RAG Rate – Smiley face) the progress that they feel that they have made towards the target. This allows the teacher to evaluate the children's confidence.

Evaluation in reading is based on the teacher's formative assessment of pupil progress against identified targets.

In writing teachers evaluate the learners' ability to apply the skill within the independent writing task.

For ease of process the evaluation assumes that all learners within each group have achieved the target. However it does ask teachers to identify learners that haven't achieve their intended target as well as those that over achieved. All learning must be recorded in the evaluation section of the target setting sheet. This approach allows you to track those learners in need of additional support and identify the strategies that you need to implement to address identified gaps in learning.

Supplementary Documents:

Progression in Reading grids
Progression in English Skills
English Scheme of work
Target setting in reading Grid
English Unit Planning masters

To locate planning for Target Setting: see subject folders

6. Book Expectations

At Millbrook, we expect all staff to have consistently high expectations when it comes to books. This includes presentation and handwriting as this allows children to be proud of their work.

Presentation across the school:

i. Full names are typed on labels for the front of books. Children are not to write on or deface the covers of their books
ii. Every piece of work is dated and in KS2 (the long date including the year in all subjects except Maths and handwriting). EYFS and Year 1 start by writing the day at the left hand side of the page.
iii. All work has the LO (learning objective). Ensure that the Date and L.O have been copied correctly. Long date in English and foundation books and short date in maths and science.
iv. Handwriting should be in line with the cursive script. Encourage children to practise letter formation using the cursive script. With KS2 developing joining.
v. 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.
vi. All drawings and diagrams are in pencil. Children are taught how to use a ruler with increasing accuracy.
vii. Pencil crayons, not felt pens, are used in exercise books.
viii. Green pens are used for by the children for editing. Blue pens are used by adults for all marking including non-negotiables.
ix. One single line is used to cross out mistakes or edit writing. No rubbers are used.
x. Books are presented well with all children aware of the expectations (no writing or doodling on the outside or inside of covers).
xi. 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.

7. Handwriting

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

i. Write cursively with efficiency and fluency, without having to think hard about how to formulate letters and join their writing as this enables them to concentrate on what to write rather than worrying about how to write it.
ii. All classes use the Nelson Handwriting scheme to develop cursive writing style.
iii. 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.
iv. 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.
v. Additional intervention are given to those children whose letter formation, joining or speed requires improvement.
vi. 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.
vii. Handwriting is evaluated during 'Golden Book' writing – teachers should identify a 10 minute section in the middle of the session for the children to focus on their presentation

Guidance

- 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 modelling how to formulate and join letters on the IWB or under the visualiser. 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 (under a visualiser) 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.

8. Pupil Progress Meetings (PPM)

At Millbrook, we believe that it is important to keep pupil progress under constant review in order that we can provide the right support that the children need to make the progress that is right for them.
Pupil Progress Meetings (PPM) between class teachers, Senior Leaders and Senco take place at least once per term. These help teachers focus and reflect on the achievement and progress of all individuals as well as key groups across the school i.e. PP, SEN EAL.
Our supportive approach helps teachers to identify pupils in need of additional support to catch up. It also makes suggestions about strategies and support that may help identified children and groups to catch up and keep up with their peers. 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. Agreed actions are always followed up by the Senior Leadership Team within a defined time scale to ensure the impact of the improvement strategies implemented.

In preparation for these meetings, teachers review pupil data and complete a crib data sheet for their class. This identifies the attainment and progress of different groups of children including PP, SEN EAL and enables the meeting to focus on each child's individual needs and next steps

9. 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 first 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.

Intervention Plans
Each class has an intervention plan that is updated during PPM. 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.

Targeted Learning Time (TLT)
Targeted Learning Time takes place during assembly each Friday. This provides an opportunity for a teacher to hold back a small group in order to plug a gap or clarify a misconception in their learning from that week in order to help the children catch up and keep up with their peers.
This is a good time to boost the progress of focus children identified during PPM or those from disadvantaged groups.

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 and initial Passport for Learning can be put in place. From this an Assess Plan Do Review document is created. This is reviewed at least termly and supports the adults with specific targets to work on.

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 (via a telephone consultation) or one 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 may also refer to 'Rivers' for further individual support, or this may be escalated to involving the Phoenix Centre.

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

will be in the child's passport for learning file for easy access. . 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.

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.

Assessment

Children who are working at a Pre -Key Stage Level will be assessed using a more broken-down system. This is so that smaller steps of progress can be shown and smaller achievable targets can be set for children. These assessments should be formally updated each term, but will be kept with the child's passport for learning folder so that should targets be achieved the next target can be easily set in a timely manner. We use have been using PIVATS for this but will be moving to 'M' levels from September.

Intervention records are kept in the child's passport for learning folder so that next steps can be seen and the intervention can be passed on to another member of staff if needed.

Inclusion in all curriculum subjects

Staff have a reference document devised by teachers, subject leaders and the SENCo. This gives strategies to ensure that all children can be included in all subjects regardless of need. The implementation of this will be monitored during learning walks and visits to classrooms.

Specialist Support Services

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:

i. The Educational Psychology Service
ii. Speech Language Communication and Autism Team
iii. Chexs Extended Services
iv. Intensive Families First
v. Speech and Language Therapy Service
vi. Behaviour and Attendance Team
vii. Educational Support Centre (Rivers)
viii. Occupational Therapy
ix. Physiotherapy
x. Specific Learning Difficulties Base Outreach (Bonneygrove)
xi. Phoenix Centre outreach support.
xii. Advisory teachers for Physical and Neurological Impairments.
xiii. Support in school for children with difficulty managing their emotions.
xiv. School Counsellor
xv. Emotional support from the school nurse
xvi. Specialist Family Support Worker for children with Autism
xvii. PALMS
xviii. Square One support for teachers
xix. Early Years Advisory Teacher
xx. Complex Case Team
xxi. Play Therapist
xxii. Middleton Outreach (Local MLD school)
xxiii. CAMHs

10. Curriculum Leadership

Subject Leaders are responsible for ensuring the impact of curriculum and teaching on the quality of learning within their area of responsibility

Purpose

A Subject Leader at MPS has 4 key roles

1. Setting a framework and expectations ensuring continuity and progression in teaching and learning
2. Planning and leading improvement in the quality of provision and teaching
3. Accounting for the quality and impact of provision and teaching
4. Supporting colleagues to improve the quality and impact of their teaching

Intent

At MPS Subject Leaders:

1. Implement, reinforce, embed and extend whole school principles for learning and curriculum impact
2. Implement a curriculum map that ensures breath and balance within coverage and continuity and progression within the development of skills
3. Promoting high levels of teacher subject knowledge, effective pedagogy and enriched opportunity
4. Ensuring that teachers plan and deliver engaging and creative learning experiences that help all learners learn, consolidate and apply their subject related knowledge, skills and understanding
5. Ensuring the effectiveness of assessment in helping teachers identify and plan for the next steps in learners' learning
6. Monitoring the quality and impact of provision and identifying and delivering improvement
7. Accounting for the quality of provision and standards attained to senior leaders, governors and a range of other stakeholders

Implementation

Task 1: Setting a framework and expectations ensuring continuity and progression in teaching and learning

Curriculum Map

The curriculum map should ensure the breadth and balance of curriculum coverage and ensure continuity and progression in the learning, development and application of subject related skills.
It should:

- Reinforce embed and extend the core values of the Millbrook Curriculum
- Define curriculum content – what should be taught in each term and each year group
- Promote engaging learning opportunities that challenge learners to learn, consolidate and apply subject related skills
- Identify links with and between other subjects
- Identify opportunities for enrichment and extension

Knowledge Organisers

Knowledge Organisers detail the content and progression in the teaching of skills in each subject and each term
They include:

- Pre learning baseline knowledge needed before teaching starts
- Progression in Skills development
- Key Concepts/ facts to be learned in the unit
- Key Vocabulary to be introduced during the unit

- Pre and Post Unit assessment

Key Documents

1. Whole School Subject Curriculum Map
2. Whole School Subject Skills Framework
3. Year Group Subject Overviews
4. Subject Planning templates
5. Knowledge Organisers

Task 2: Planning and leading improvement in the quality of provision and teaching

Coordinators are responsible for monitoring the quality and impact of curriculum to identify areas for improvement and then devising and implementing plans to improve the impact of provision within their areas of responsibility

Subject Improvement

Subject improvement is driven by a Subject Development Plan which is revised and implemented each term.

Teachers should review their ongoing monitoring to evaluate progress and identify improvement priorities for each term.

Subject Leaders formally review their Subject SDP with senior leaders at the beginning of each term. Any resource needs (time/ money) should be agreed at this meeting

Coordinator release is available to provide time for coordinators to develop and implement their improvement priorities

Improvement may include: curriculum development, resource development, pedagogical improvement, staff training, or coaching tasks including joint planning, team teaching, modelled lessons or peer observations.

The Subject Development Plan is supported by a Subject Improvement Implementation Plan that details when both monitoring and development tasks will be completed. This should be shared with senior leaders and used on the basis of ongoing review and resource allocation.

Key Documents

1. Subject Development Plan
2. Subject Review
3. Subject Improvement Implementation Plan

Ongoing Monitoring

Ongoing review and monitoring is the key to identifying the correct subject improvement priorities. This takes place via a manageable timetable published every term. The school has set processes and proformas for the completion of monitoring tasks. Monitoring reviews should be available for senior leaders on demand.

Ongoing monitoring tasks include: Planning scrutiny, book looks, learning walks, informal professional conversations.

Monitoring Guidance

1. All coordinators should complete 4 monitoring tasks per term – Learning walk, Book Look, Planning and Assessment Review and Adult and Pupil Voice Surveys
2. Coordinators should follow agreed proformas and staff guidelines to ensure consistency across subjects
3. The format for monitoring will follow a consistent format - a review of current provision (supported by prompts to ensure confidence/coverage), a summary of the identified issue for

action, the suggestion of a follow up target and an identification of the actions that you are going to undertake in order to meet that target
4. Monitoring activities need only sample classes - 3 per term (this means all classes every 2 terms)
5. Deadlines have been spread to spread workload and spare teacher overload. (See appendix)
6. Learning walks must take place in the week specified. Other tasks can take place over 2 weeks but should begin in the identified week.

Key Documents

1. Planning Scrutiny guidance and proforma
2. Book look guidance and proforma
3. Learning walk guidance and proforma
4. Adult /Pupil Voice Surveys
5. Review of Standards and Progress

Task 3: Accounting for the quality and impact of provision and teaching

Coordinators must be able to account for the quality or provision and impact of teaching within their areas of responsibility to a range of stakeholders including senior leaders, governors, Ofsted Inspectors and parents.

Coordinator accountability is based on 3 key questions

1. What is the quality or provision and impact of teaching within your area of responsibility?
2. What are you priorities for improvement and what impact are they having?
3. How do you know?

Coordinators account for the quality of provision within their area of responsibility formally to senior leaders formally during Subject Reviews at the beginning of each term and informally at other times.
All coordinators have a link governor who oversees that subject on behalf of the Governing Body
Coordinators may be invited to present on the quality of provision at Governors Review or other meetings of the Governing Body.
Coordinators may also be requested to account for standards and provision to LA advisors during LA reviews or Ofsted Inspectors during inspections

Assessment

Subject Leaders are expected to be able to account for the standards achieved within their subjects.
Teachers are expected to track pupil achievement and progress in all subjects.
Recording and reporting subject attainment

- Subject knowledge and progression of skills is defined on the subject organisers that define learning in each subject, each term
- Teachers report on the numbers of children working at or above expectations based on an evaluation of pupil progress against the targets identified on the knowledge organisers. Teachers should clearly identify any individuals or groups at risk if underachievement and what is being done to help them catch up and keep up.
- Subject Leaders correlate this information for inclusion in their Subject Review and SDP.
- Coordinators may need to support colleagues in identifying what to look for in pupil progress or how to complete assessment forms

Unit Assessment Record

The Unit Assessment Record is used to record and report on learning in each year group in each subject in each term.
It is based on the progression in skills and knowledge identified win the termly Knowledge Organiser
It is completed at the end of each term and is based on the teacher's formative assessment.

For ease of process this assumes that all learners have achieved the target apart from those identifies as not meeting or exceeding the target. This approach allows teachers to track those learners in need of additional support.
Assessment records should be evaluated to identify whole class performance. Teachers are asked to identify the number and percentage of pupils working at ARE+, GLD and WTE. This evaluation should be submitted to the Subject Leaders by the end of term.
Subject Leaders should include evaluation information in their termly SDP Review

Website
Subject Leaders are expected to maintain the webpage for their subject.
Subject Leaders should update their webpage each term to include:

- Vision, intent and implementation plan for their subject
- Curriculum maps and knowledge organisers for each term
- Guidance on ensuring the learning of vulnerable individuals and groups of children
- Arrangements for assessing and reporting pupil progress and achievement
- Events for parents

Key Documents

1. Coordinators Subject Review
2. Subject assessment proforma
3. Website Guidance

<u>Intended Impact</u>

All subject co-ordinators should be able to describe the standards achieved, the barriers to learning and the impact of strategies implemented to address these barriers.

Coordinators should be able to draw from a wide range of evidence to talk positively about:

1. How the curriculum content, teaching approaches and learning opportunities available within their subject reinforces, extends and enriches the values of the school curriculum
2. The standards achieved and the strategies implemented to boost the progress of individuals and groups at risk of falling behind
3. The breadth of the curriculum, the pedagogical approaches and the progression in the development of subject related skills
4. The learning opportunities available to all children and how the curriculum is enhanced and enriched for all learners
5. The quality and impact of planning, delivery and assessment on the learning, reinforcement and application of subject related skills
6. The current barriers to learning and the strategies that they are implementing to overcome these challenges
7. The impact of the strategies they have implemented to improve the impact of teaching and learning (case studies)

Key Documents

1. Coordinators Subject Review
2. Subject Development Plan

10: Governors Roles and Visits

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

i. Governing Body meetings
ii. Governing Body visit days
iii. Governing Body Reviews

All governors have key areas of responsibility for the curriculum and visit to speak to their subject leaders twice per year. These links are identified in a list on display in the staff room.

Governors also maintain an 'Impact Document' that they maintain that reviews the progress that the school is making towards the improvement priorities identified during Ofsted inspections.

Governors meet with Senior Leaders and key subject leaders twice per year to review the progress that the school is making towards achieving the priorities identified on the whole School Development Plan.
During this review they focus on 3 key questions

i. 'Can you describe the curriculum and learning that takes place within your area of responsibility?'
ii. Can you describe the impact of the strategies that you have implemented to improve attainment and provision further?
iii. "How do you know?"