

Beaver Road Primary School



Teaching and Learning School Year 2016 - 2017



Beaver Road Primary School Didsbury Manchester M20 6SX

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At Beaver Road Primary School

There are no invisible children

All engage

Many will shine

Some may reach the stars

As a child at Beaver Road Primary School

I have a chance to dream and my dreams are fostered.

I have many chances to showcase my talents.

I am encouraged to understand my emotions and manage them.

I am encouraged to develop my social skills and how to use them.

I experience the joy of discovering nature.

I experience the joys and wonders of Manchester and the
surrounding region.

I am a School, Local, National and World citizen.

I have a right to be respected. I have a duty to respect others.

What do we learn at Beaver Road Primary School?

We learn to know

We learn to do

We learn to live together

We learn to be

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Every member of staff must read the Beaver Road Safeguarding Policy 2016 and sign the requisite School form to confirm they have read and understood the Policy.

Shared responsibility

Our School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

Our School is committed to the principles outlined in 'Working Together to Safeguard Children 2015'.

We implement policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

**The Designated Safeguarding Lead in School is David How
The Deputy Designated Safeguarding Lead is Chris Warren,**

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously.

If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead or the person who is acting in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record their concern using the School's Safeguarding procedures

The School follows the government guidance 'Keeping children safe in education July 2015', when dealing with allegations made against staff and volunteers.

What does Safeguarding and promoting the welfare of children mean?

It means:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

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What is abuse and neglect?

Abuse and neglect are forms of maltreatment.

A person may abuse or neglect a child:

- by inflicting harm
- failing to act to prevent harm

Children may be abused:

- in a family
- in an organisation or institution
- by those known to them
- by a stranger

Physical abuse

Physical abuse may involve:

- hitting
- shaking
- throwing
- poisoning
- burning scalding
- drowning
- suffocating
- any other physical harm
- a parent or carer making a child ill
- a parent or carer fabricating the symptoms of illness

Emotional abuse

Emotional abuse is persistently:

- making a child feel worthless or unloved
- making a child feel inadequate
- having age or developmentally inappropriate expectations imposed on a child
- over protection
- preventing a child taking part in normal social interaction
- a child seeing or hearing the ill treatment of another person
- bullying, causing the child to feel frightened or in danger
- exploiting or corrupting a child

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur on its own.

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Sexual abuse

Sexual abuse is enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

Sexual abuse is:

- physical contact – penetrative acts (e.g. rape, sodomy, oral sex) or non-penetrative acts (e.g. touching, stroking, fondling)
- involving children looking at sexual images (e.g. internet, photos)
- involving children in watching sexual activities
- encouraging children to behave in sexually inappropriate ways

Neglect

Neglect is persistent failure to meet a child's basic physical or psychological needs.

Neglect is:

- not providing adequate food, clothing and shelter (including exclusion from the home or abandoning a child)
- not protecting a child from physical and emotional harm or danger
- not ensuring adequate supervision (including use of inadequate carers)
- not ensuring access to appropriate medical care or treatment
- not responding to or neglecting a child's basic emotional needs

Domestic abuse

The School is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors. These include exposure to domestic abuse within the family situation and is a Safeguarding issue.

Forced marriage

Forced Marriage became a criminal offence in June 2014.

It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this School.

The School is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups.

Child abuse cannot be condoned for religious or cultural reasons.

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Female Genital Mutilation

Female Genital Mutilation (FGM) is illegal in the United Kingdom.

It is a violation of the human rights of girls and women.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

Preventing radicalisation and violent extremism

Our School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others. These are the core values of our democratic society.

However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated.

Our School seeks to protect its children and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

We are clear that exploitation and radicalisation will be viewed as a Safeguarding concern and will be referred to the appropriate Safeguarding agencies.

E-Safety

Our School has an E-Learning Policy which recognises that E-safety is a Safeguarding issue not an ICT issue.

The purpose of internet use in School is to help raise educational standards, promote pupil achievement, and support the professional work of staff.

In addition, internet use enhances the School's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction. Our School has a duty to provide children and young people with quality access as part of their learning experience.

It is our duty of to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

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What action must I take if I have concerns?

All adults who come into contact with children and families in their everyday life have a duty to safeguard children and promote their welfare.

Listen to a child if they raise with you anything that may cause you concern.

Talk with a child whose behaviour is giving you cause for concern

Make notes of any discussion of your concerns – time, date, who was there. Record precisely what was said.

Communicate with the child in a way that is appropriate to their age and understanding. What you discuss with the child will depend on the content and seriousness of the concerns. It is important to reassure the child **but not to promise confidentiality**.

Contact the Designated Safeguarding Lead.

The Designated Safeguarding Lead will be responsible for deciding the action to be taken. This may be:

- no further action
- no further action but concern placed on file
- speaking with the parent(s) or carer(s)
- further investigation by the School
- referral to Social Services or other appropriate agency
- if a child is already known to children's social care, reference by the School to the social worker
- referral to Police

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The School Key Focus Areas 2016 - 2017 continue to be:

- Progress and rate of progress of all pupils from Year to Year and not just from Y2 to Y6
- Early identification by Class Teachers of, and appropriate intervention/action for, pupils making less than expected progress during a Year or between Years, particularly where those children are Pupil Premium supported
- Involvement and inclusion of all pupils in identifying and understanding their learning needs and how to improve
- Involvement and inclusion of all parents and carers in identifying and understanding their children's learning needs and how to help them improve

The School Priorities for Action 2016 -2017 are:

- Clever Classrooms – from research into practice. There is clear evidence from research (Clever Classrooms, HEAD Project, University of Salford 2015), that the physical characteristics of primary schools impact on pupils' learning progress in reading, writing and mathematics
- Developing our School as a 'Reading School' – National Literacy Trust 'Developing your whole-school Reading culture' Year 2
- Establishing summative assessment for subject knowledge in Science and formative assessment of Scientific Enquiry
- Establishing Digital Leaders in Classes and Year Groups across the School
- Mathematics – a scheme for teaching and learning

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10 Elements of Highly Effective Teaching

- Getting the level of challenge right
- Sharing and using success criteria meaningfully
- Sharing and using the learning intention(s) meaningfully
- Immediate and specific intervention from the Teacher that leads children to understand what is appropriate behaviour and what is not
- Children's learning is purposeful – they know and understand why they are learning something
- Collaborative learning
- Problem solving especially where children are generating their own questions
- Teacher giving immediate and specific feedback to children especially to correct any misconceptions that have arisen
- Tangible recognition and rewards focussing on effort and resilience
- Children given many opportunities to reflect on what they have learned and how they have learned (Teacher regularly modelling and teaching summarising, questioning, clarifying and predicting)

10 Barriers to Effective Learning

- Poor subject knowledge by the Teacher resulting in lack of challenge especially for more able children
- Too much Teacher talk at the expense of children actively participating
- Ineffective deployment of Teaching Assistant(s)
- Lack of engagement – children not understanding why they are learning something
- Children covering work they already know
- Ineffective behaviour management
- Ineffective Teacher questioning, often with too many questions focussing on recall
- Ineffective development and extension of children's basic skills
- No systems in place for children to respond to the feedback they receive
- No purposeful reflection of the learning that has taken place

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Why PSHE is so important at Beaver Road

PSHE education develops the qualities and attributes children need to thrive as individuals, family members and members of society.

PSHE education can help our children reduce or remove many of the barriers to their learning, significantly improving their capacity to learn and achieve.

PSHE education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.

It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

PSHE education provides opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping children to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.

It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

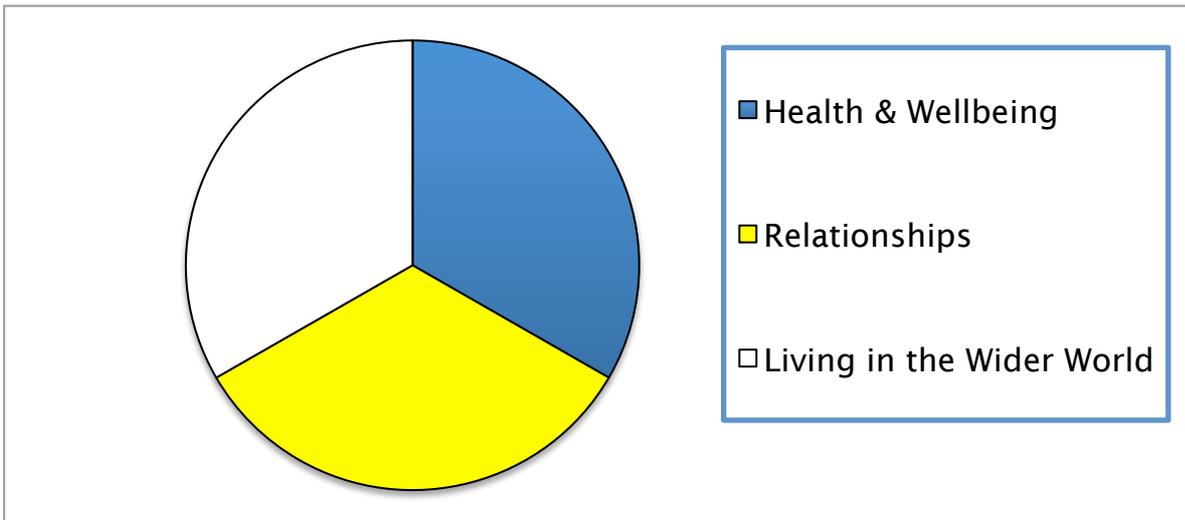
Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The purpose of PSHE in our School is to provide children with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

The PSHE programme of study is based on three core themes, within which there will be broad overlap and flexibility:

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Core Theme 1: Health and wellbeing

Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences 3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals 4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) 6. the importance of and how to maintain personal hygiene 7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others 8. about the process of growing from young to old and how people's needs change 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. what positively and negatively affects their physical, mental and emotional health (including the media) 2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' 3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet 4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement 9. to differentiate between the terms, 'risk', 'danger' and 'hazard' 10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience 11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe 12. that bacteria and viruses can affect health and that following simple routines can reduce their spread 13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

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| <ul style="list-style-type: none">9. about growing and changing and new opportunities and responsibilities that increasing independence may bring10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls11. that household products, including medicines, can be harmful if not used properly12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' | <ul style="list-style-type: none">14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong15. school rules about health and safety, basic emergency aid procedures, where and how to get help16. what is meant by the term 'habit' and why habits can be hard to change17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others18. how their body will, and emotions may, change as they approach and move through puberty19. about human reproduction20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people |
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Core Theme 2: Relationships

Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 4. to recognise what is fair and unfair, kind and unkind, what is right and wrong 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 7. to offer constructive support and feedback to others 8. to identify and respect the differences and similarities between people 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 15. to recognise and manage 'dares' 16. to recognise and challenge stereotypes

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Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. how to contribute to the life of the classroom 2. to help construct, and agree to follow, group and class rules and to understand how these rules help them 3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) 4. that they belong to various groups and communities such as family and school 5. what improves and harms their local, natural and built environments and about some of the ways people look after them 6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules 3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices 5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation 6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities 7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment 8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 9. what being part of a community means, and about the varied institutions that support communities locally and nationally 10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 12. to think about the lives of people living in other places, and people with different values and customs 13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment 16. about enterprise and the skills that make someone 'enterprising' 17. to explore and critique how the media present information

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Growth Mindsets

A Mindset is simply a belief; a belief about yourself and your most fundamental qualities - ability, personality, talents, capability.

People with Fixed Mindsets believe that fundamental qualities such as intelligence are essentially stable and do not change much over time.

People with Growth Mindsets believe these qualities can be grown, are susceptible to change and can flourish in certain circumstances and wither in others.

Children with Growth Mindsets are more:

- Open to challenges and constructive critical feedback
- Resilient in the face of obstacles and initial failure
- Convinced that individual effort makes a difference
- Likely to attribute success and failure to their own efforts, rather than to their innate abilities
- Able to learn well with and from others
- Likely to be successful in their lives

Mindsets are not fixed.

Teachers and Teaching Assistants at Beaver Road use a range of strategies to give every child the best possible opportunities of creating, strengthening and sustaining Growth Mindsets during their time with us.

'The hallmark of successful individuals is that they love learning, they seek challenges, they value effort and they persist in the face of obstacles'

Carol Dweck Professor of Psychology at Stanford University

Author of Mindset: How we can fulfil our potential

**Every Teacher and Teaching Assistant at Beaver Road has a copy of
Growth Mindset Pocketbook**

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Kagan Structures

Kagan Structures are intrinsic to high quality teaching and learning at Beaver Road.

Based on the initial research and development of Dr Spencer Kagan in the 1990s, teachers across the world have developed over 200 Kagan Structures for use in classrooms.

The Structures develop:

- Team spirit and positive relationships among students
- Information sharing
- Critical thinking
- Communication skills
- Mastery (learning/remembering) of specified material.

The Structures promote and sustain:

- Social interaction,
- Psychological safety
- Appropriate emotions
- Nourishment of the brain
- Effective knowledge processing.

Kagan Structures are based on 4 principles:

Positive Interdependence – Is a gain for one pupil a gain for another?

Individual Accountability – Is individual public performance required from each pupil?

Equal Participation – How equal is the participation of pupils?

Simultaneous Interaction – What percentage of pupils are overtly active at once?

Positive interdependence is built into Kagan structures in that the activity cannot be successful unless the pupils cooperate. The pupils need each other for success. They cannot do the activity alone but if they cooperate well, the result will be success.

Individual accountability means a procedure to check that each participant individually contributes a fair share to a group effort. It also means there is a way to evaluate the quality of the effort/result of each member.

Equal participation means that all pupils receive the same chances and incentives to be involved in class. Kagan's approach uses careful task design, rewards, and accountability procedures to encourage equal participation.

Simultaneous interaction means that all students are actively engaged at the same time during the class.

These 4 characteristics (PIES) must be built into the activity itself (i.e. be part of the task design).

All Teachers at Beaver Road are trained in the use of Kagan Structures

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Questions and Questioning

At Beaver Road we understand how important Questions and Questioning are to high quality teaching and learning.

Children's responses, engagement and learning will be extended and enriched where Teachers and Teaching Assistants have:

- Deepened their own learning about and understanding of, questions and questioning
- Extended their range of strategies for questions and questioning
- Planned questions and questioning and sequences of questions and questioning

Questions and questioning are at their most effective when they:

- Maintain the flow of learning in a lesson
- Are connected to prior and future learning
- Reinforce and revisit learning objectives
- Include staged sequences of questions
- Engage the children's emotions
- Engage children in thinking for themselves
- Encourage children to speculate and hypothesise
- Encourage children to form and ask their own questions
- Encourage creative, imaginative and innovative thinking
- Create and sustain an environment of trust where children know their opinions and ideas are valued
- Support, develop, enrich and enhance collaborative learning

Every Teacher and Teaching Assistant at Beaver Road has a copy of

Questioning Technique Pocketbook

'I am just a child who has never grown up. I still keep asking these 'how' and 'why' questions. Occasionally, I find an answer.'

Stephen Hawking

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Talk for Writing

Talk for Writing is used in all Year groups at Beaver Road.

We know that good writers:

- Enjoy writing and find writing creative, enriching and fulfilling
- Read widely, recognise good writing and understand what makes that writing 'work'
- Are aware of the key features of different genres and text types
- Learn about the skills of writing from their reading and build their own writing toolbox
- Have something to say – a purpose and audience
- Know how to develop their ideas
- Know how to plan and prepare for writing
- Make informed choices about what they are writing as they write (e.g. vocabulary, grammar, text structure)
- Understand how to reflect upon, refine and improve their work
- Respond positively to the criticism of others

Talk for Writing develops, supports and encourages good writing.

Talk for Writing focuses on children learning the language structures of key text types. Children rehearse exemplar text verbally through games and activities, until the language structures become internalised.

Talk for Writing has 3 key stages (the 3 Is):

- Imitation
- Innovation
- Independent application

Stage 1 Imitation

Children learn to internalise the language of a story using mapping and physical movements to enjoy and recall the story. They are then in a strong position to read the text and understand the key ingredients that make the story 'work'.

Stage 2 Innovation

Once the children have internalised the text they are ready to start innovating on the pattern of the text. Children learn how to write their own versions of the text, selecting the words and phrases from the exemplar text that they think will make their story 'work'. Children are encouraged to share their writing and read aloud and thereby think about ways of improving their efforts.

Stage 3 Independent Application

Through this stage children develop as independent speakers and writers of the type of text they have been working on in Stages 1 and 2. Children may read and compare other examples of the genre and following more shared writing on a related topic are then supported and encouraged to write on topics of their own choosing. The children have built through the stages of Talk for Writing, their own toolbox for independent writing. Teachers ensure there is a purpose for their writing and many opportunities for them to share and publish their work.

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Guided Reading at Beaver Road

Guided Reading groups:

- 4-6 children within a group
- Children working at a similar ability level
- Instructional texts used (90-95% accuracy)
- Objectives are selected to meet the needs of individual groups
- Each group will read at least once a week

Guided Reading lesson structure

A Guided Reading session will consist of:

- Book introduction
- Strategy check
- Comprehension focus
- Independent read
- Return and respond to the text

The **Teacher Prompts*** sheet gives further guidance for planning each of these areas.

Guided Reading carousel

A whole class Guided Reading carousel will include:

- Pre-read activity
- Teacher focused read following the above structure
- Follow up activity
- Reading for pleasure activity
- A carousel activity selected within your year group

Teaching Assistants should be used to support and extend an activity within the Guided Reading carousel.

The **Teaching Assistant Prompts*** sheet gives further guidance on how to support within guided reading.

In each classroom is a **red Guided Reading folder** consisting of additional support materials. Planning and assessment sheets should also be stored here.

*Prompt Menu to support Planning and Implementation of Guided Reading

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Calculating in Mathematics

Teachers use the **Written Calculations Policy** to ensure a consistent approach throughout the School. Understanding of place value is key to success.

Children's learning, responses and engagement are extended and enriched when Teachers and Teaching Assistants ensure:-

- Children become confident mathematicians using mental and written strategies to explain their thinking and solve problems.
- Children are encouraged to use mental methods. When required they use an efficient written method accurately.
- Children become **fluent** in the fundamentals, **reason** mathematically to follow an enquiry and can **solve problems** by applying their mathematics.

Progression

Children are challenged and progress appropriately in their learning. There are not age limits for each stage; it is vital that teachers progress children, as soon as they are confident and ready for the next stage.

- This may mean that groups of children progress, even if the rest of the class is not ready to do so. This may even be within the same lesson.
- Children must use and apply what they have learnt to solve a wide variety of mathematical puzzles, and unfamiliar context problems.
- Teachers will extend children within each method by using larger, more complex numbers and also through the use of decimals.
- All classrooms have a laminated copy of the Calculation Policy for Teachers and Teaching Assistants to use during lessons

**Every Teacher and Teaching Assistant at Beaver Road has a copy of the
Written Calculation Policy**

Beaver Road Primary School

Teaching Mathematics

At Beaver Road we understand that Fluency, Reasoning and Problem Solving are essential in the teaching of Mathematics.

High quality Teaching and Learning is sustained through:

Assessment

- Formative assessment - quality questioning, listening and observing during lessons giving opportunities for teachers to make adjustments to meet the learning needs of their children. It also enhances the impact of future teaching.
- Summative assessment regularly assesses children's progress against Beaver Road End of Year Expectations.

Planning

- Planning refers to the National Curriculum objectives including the Statutory and Non Statutory requirements.
- Planning allows for deeper understanding with children demonstrating high levels of fluency in performing written and mental calculations and mathematical techniques.
- Planning ensures mathematical language and symbols are demonstrated accurately in children's work.
- Lessons are planned to engage and challenge all children.
- Through planning every opportunity is taken to extend 'Mastery' of mathematics across different subjects

Teaching and Learning

- Communicating high expectations, enthusiasm and passion about mathematics to children and creating a learning environment which builds resilience.
- Allowing time for thinking, encouraging discussion and promoting perseverance
- Making problem solving, reasoning and investigation integral to children's learning of mathematics.
- The Problem Solving strategies of 'Convince Me, Silly Answers, Sometimes Never and Another, Another, Another, are displayed in every classroom.

Rapid Recall

- Rapid Recall is a regular classroom practice.

Classrooms

- Each classroom has vibrant and interactive maths displays.
- Maths equipment is clearly labelled and displayed in an accessible way.

Outdoor Maths

- Every opportunity is used to promote and foster mathematical learning beyond the classroom.
- Maths on the Mat is sometimes used for learning outside, particularly when studying Geometry – properties of shape, position and direction.

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Marking and Feedback is most effective when

- It is seen as an essential part of the learning cycle – learning intentions, success criteria, quality questions, quality feedback (including marking).
- It is read and understood by children (appropriate to age and ability)
- It helps children to know what they have done well against clear objectives and success criteria
- Children know what to do to improve
- Children are given built in time to act on feedback and marking
- It encourages children to evaluate their own work
- It is simple

Quality marking and feedback is judged by the impact it has on the quality and rate of learning and progress of individuals and groups

The highest quality marking and feedback is where:

- Marking is sharply diagnostic and constructive
- Children understand in detail how to improve their work
- Children respond to the marking and feedback with action
- Children learn progressively how to set their own targets
- Marking and feedback leads to high levels of children's engagement and interest.

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A simple model for marking and feedback

At Beaver Road marking and feedback is simple, manageable and used consistently across the School

3 Strengths



Next step/improvement prompt/question



Strengths

- What have they done well, what have they succeeded in.
- Be specific (e.g. use the word 'because')

Next step

- Identify what has been less successful and give an action for improvement - how to close the gap between their current attainment and the desired attainment.
- Give a 'tip' for improvement
- Pose a challenging question

Prompting an action

The missing link with marking and feedback is that children do not take any action because of it.

- Do your feedback points actually require children to do something?
- Do you actively plan time for your children to respond to your marking and feedback

1 Check that your marking requires a response

- Response to an action
- Response to a question
- Response to a challenge

2 Give children time to read your marking and feedback and then respond.

3 Check the impact

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Simple marking and feedback codes

✓ Positive feedback - usually related to intention and success criteria

→ Next step, improvement - closing the gap

✓ D Immediate oral feedback - discussed with child

✓ CC Checked with whole class

✓ PC Peer checked

✓ SC Self checked

• Correction needed

C Correction

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Teaching Assistants

Teaching Assistants are at their most effective when they work with Teachers and:

- Create a positive climate for learning in which pupils are interested and engaged
- Generate high levels of engagement and commitment to learning across the whole school

Checklist

Before the lesson

- Go through the lesson content in advance of the lesson
- Rehearse the skills, sequences and prompts that will be called upon during the lesson
- Make sure I have a thorough understanding of the learning needs of the children in this class and I know how to help them overcome barriers to their learning
- Make sure I have been well briefed on the lesson and know what progress and outcomes are expected of the children
- Make sure I am clear about what is expected of me in the lesson and when I am required to lead the lesson
- Make sure I am clear about what I need to observe and record and feed back to the Class Teacher

During the lesson

- Work collaboratively in partnership with the Teacher
- Jointly model speaking and listening tasks
- Help children to use equipment, learning resources, visual/tactile cards
- Look and listen carefully for children's mistakes and misconceptions and where possible correct immediately. At the very least note them down to inform the Teacher
- Make sure I keep to what has been agreed with the teacher before the lesson – targets for the lesson, sequence of the lesson, behaviour expectations, observations, assessments, recording and feedback to the Teacher

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Accessing the lesson for all children

- Clarify that children have interpreted instructions and are clear about their next steps - especially how they can make progress and improve
- Check that the equipment and resources provided for the children is supporting their learning
- Encourage active participation using questions and prompts suggested by the Teacher
- Coach children in skills needed for collaborative work by describing, modelling and praising
- Rehearse and build speaking and listening to develop children's language and vocabulary
- Clarify concepts and correct misunderstandings and misconceptions
- Remind children of their targets and reinforce those learning targets
- Help children assess their own work and that of their peers

Helping children to contribute to the lesson

- Help children to make links between the skills they have learned in the lesson and the learning in the whole class
- Rehearse questions and answers that are likely to come up in the whole class session so the children can actively contribute
- Support children in feeding back to the rest of their class
- Champion the children's efforts and successes on their behalf for the whole class

End of lesson review

- ❖ In what ways have I contributed to children overcoming barriers to their learning?
- ❖ What progress have the children I have worked with made?
- ❖ If I taught this lesson again what would I do differently next time?