



More Able Policy from 2022

At The Leys Primary and Nursery School all children are valued for their individual strengths and talents whether this is in a core curriculum subject or any other area of the curriculum.

What is our Vision?

Here at The Leys Primary and Nursery School, we are committed to providing an inspiring, challenging and enriched curriculum for all of our children and young people. We plan our teaching and learning so that each child can reach their full potential- including provisions and challenges for our pupils who have been identified or have the ability to be more able. These pupils must be recognised, supported and stretched in order for them to reach their highest level of attainment.

What are our Aims?

1. Recognise and support the abilities, personal qualities and talents of ALL pupils;
2. Promote a sense of enjoyment and excitement in learning and a culture of high expectation for all pupils;
3. Ensure that all children receive an education appropriate to their abilities;
4. Provide challenge for all, including the most able, employing a range of teaching methods which encourage pupils to take responsibility for their own learning;
5. Develop a recognition and awareness of more able pupils and their individual strengths;
6. Ensure that all teachers share responsibility for the monitoring of pupils, including the more able pupils;
7. Recognise more able under-achievement and seek to remove any barriers to learning;
8. Provide opportunities for all pupils to develop their strengths through high quality extra-curricular activities and curriculum enrichment, including specific provision for more able;



9. Consider the personal, social and emotional needs of all pupils, including those of our most able;
10. Work in partnership with parents to maximise the opportunities for pupils' to reach their potential;
11. Celebrate the achievements of all pupils;
12. Use national standards to regularly review our provision for more able pupils.

What is our Success Criteria?

- a) Pupils are identified and subsequently monitored through a variety of means.
- b) Thought-provoking enrichment activities are planned within the curriculum for each year group and class; whole school enrichment activities meet a range of needs.
- c) More able pupils feel and experience an atmosphere of support and care for their needs.
- d) The implementation of this policy helps to raise achievement across the school.
- e) Members of staff are confident in implementing the provision and using terms outlined in the policy.
- f) More able pupils are tracked and continue on the trajectory.

What does 'More Able' mean?

We have taken the definition of More Able and Talented from the National Association for More Able Children in Education (NACE):

Due to their inherently similar meanings, it is easiest if the terms more able, most able and highly able are defined in the same way or encompassed within one "more able" definition which includes the following elements:

- Learners who have the potential or capacity for high attainment
- Learners who demonstrate high levels of performance in an academic area
- Learners who are more able, relative to their peers, in their own year group



- Ability in all areas of the curriculum or in a specific subject/curriculum area, including the arts and physical activities.

Each of these elements is vital if the definition of “more able” is to be clear and encompass the breadth and flexibility needed to ensure outstanding provision.

How do we Identify our More Able Pupils?

NACE outlines that 'Identification of more able pupils is a complex matter and is a whole-school issue which should be discussed and agreed by all staff'

By identifying the ‘more able’ pupil teachers can assess needs which should inform the planning of work to ensure appropriate pace and challenge. Due to the complexity of identifying more able pupils we use a variety and a combination of methods:

- In the EYFS, each child’s pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be most able.
- Analysis of summative test results and formative teacher assessments
- If a child achieved GDS in year two they will be identified as more able and tracked as more able until year 6.
- KS1 and KS2 SATs
- Teacher observations and knowledge of pupils
- Information from specialist teachers, e.g. sports coaches and music teachers
- Discussions with parents and pupils



What Characteristics *may* a More Able child have?

According to Potential Plus UK (2018) there are twenty-five descriptors which represent the majority of children tested as having high learning potential (more able). These are applicable to a wide age range, applicable to children of different socioeconomic backgrounds, gender and are easily observable in the home and school environment:

1. Learns rapidly
2. Extensive vocabulary
3. Excellent memory
4. Reasons well
5. Strong curiosity
6. Compassion for others
7. Vivid imagination
8. Long attention span
9. Concern with justice and fairness
10. Emotionally sensitive
11. High energy level
12. Perfectionist
13. Questions authority
14. Perseverant in interests
15. Wide range of interests
16. Good at puzzles
17. Ability with numbers
18. Judgement mature at times
19. Quirky or grown-up sense of humour
20. Intense
21. Morally sensitive
22. Prefer older companions and/or adults
23. Keen observer
24. Early or avid reader
25. Highly creative

It is important to recognise that not all more able pupils are obvious achievers or have the same skills/traits as other more able learners. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs and lack of challenge. According to a research study by Del Siegle (2018) Up to 50% of gifted children underachieve at some point in their school career; therefore, it is an important issue for parents and educators to address. To enable these pupils to fulfil their potential, it is vital to give everyone in the school the opportunity to excel. As a school, we recognise that we need to be aware of any groups of pupils who may be underachieving and to assess the potential ability of these pupils.



How do we stretch our More Able pupils?

WHOLE SCHOOL STRATEGIES

Whole school strategies currently available are:

- Targeted verbal feedback in all lessons of the curriculum that encourages challenge, reflection and reasoning.
- Differentiation according to the learning needs of the individual
- Enrichment and extension activities which add breadth and depth to the curriculum.
- The encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates such as head teachers awards and stars of the week.
- Enrichment days, as well as cross-curricular projects, when the normal timetable is suspended and pupils are offered challenge and responsibility for example- Maths/Science Week, World Book Day, ART day, STEAM week.
- After school clubs to extend the curriculum further

CLASS BASED STRATEGIES

Class based strategies currently available are:

Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:

- Provide problem solving and investigation activities to develop reasoning, open-ended & higher ordering questioning and thinking skills.
- Identify appropriate objectives and have explicit more able activities identified in planning across the whole curriculum.
- Encourage all children to become independent learners and constantly ask themselves questions by: organising and making choices about their own work, carrying out unaided tasks which stretch their capabilities, developing the ability to evaluate their own work and so become self-critical reflectors.

- Ensure pupils' achievements match their potential ability, taking into account the schools' performance data as well as information from pupil tracking meetings.

- Analyse attainment data in order to identify those pupils who have the potential to reach high levels of performance.
- Establish what the children have done previously in order to prevent repetition.
- Provide challenges through high-quality tasks which include:

-Mastery tasks which allow pupils to apply the curriculum in more complex and in-depth, cross-objective methods. They demonstrate how skilfully a pupil can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations, often using reasoning or problem solving.

-Extension work occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

-Enrichment tasks consist of broadening a pupil's education. This can consist of enabling a pupil to study aspects of the topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.

What extra activities do we do for our more able pupils?

- ❖ We take part in the 'HFL Year 5 Maths Competition' where our year 5, more able maths pupils, take part in a number of problem-solving and thought-provoking challenges- competing against other schools in our local area.

'Healthy competition inspires kids to do their best – not just good enough. When students compete they will become more inquisitive, research independently, and learn to work with others. They will strive to do more than is required. These abilities prepare children for future situations of all kinds' (INEOS, 2021).

- ❖ The Writing Lead runs an enrichment club known as 'Press Gang' where our more able writers from years 5 and 6 become 'news reporters' for our school- they track events and activities that are taking place each half term and write a news article related to the event. This is then edited and up levelled and published to all parents, carers and staff- each half term.



- ❖ The Mad Science Company holds an after school enrichment activity which provides all children challenging, inspiring investigative work- this welcomes our more able science pupils to develop their investigative and reflective skills.
- ❖ We also run many other after school activities throughout the year, which invites all pupils, but is beneficial for our more able pupils to develop their skills in their more able field- including: dance, fun fitness, football, choir, chess club, multi sports.

Celebration

We have a culture of celebration at The Leys' and celebrating the achievements of our pupils is very important to us. House points are awarded regularly and certificates, including head teachers awards, are presented in assemblies for pupil achievements.

How do we Track the progress of our More Able pupils?

In order to keep track of the progress of our more able pupils, monitoring at The Leys is undertaken in the following ways:

- Tracking pupils through pupil progress meetings where staff discuss the learning and development of the pupils in their care with the senior leadership team.
- Regular monitoring- by the more able lead along with subject leaders- of more able books to ensure effective differentiation and challenge.
- Lesson observations- by the more able lead, subject leaders and phase leaders- to ensure appropriate questioning, differentiation and challenge for our more able pupils.
- Pupil voice- to ensure that the more able pupils feel that their needs are being met and that they feel effectively challenged in all areas of the curriculum.
- Staff Voice- to ensure all teaching staff are able to deliver a thought-provoking and challenging curriculum and to ensure that they have the resources and knowledge to do so.



What does Multi- Exceptional and Exceptionally able mean?

The term Dual or Multiple Exceptionality (DME) occurs when a child experiences high learning potential alongside a special educational need because of a learning difficulty or disability.

The term “exceptionally able” is used to refer to those who demonstrate or have the potential to demonstrate extremely high levels of ability, compared to their peers across the entire population. Displaying high ability across multiple domains does not automatically make an individual exceptionally able.

According to the National Association for More Able children (2017) exceptionally able students may:

- Possess extensive general knowledge, often know more than the teacher
- Show good insight into cause-effect relationships
- Easily grasp underlying principles and need the minimum of explanation
- Quickly make generalisations and extract the relevant points from complex material
- Have mental speeds faster than physical capabilities
- Show exceptional short- and long-term memory
- Have reading ability well beyond their chronological age.

Some of the most observed characteristics of exceptionally able individuals, taken from the literature, also include the following:

- Rapid and thorough comprehension of the whole idea or concept
- Unusual ability to perceive essential elements, underlying structures and patterns in relationships and ideas
- Need for precision in thinking and expression, resulting in a need to correct errors and argue extensively
- Ability to relate a broad range of ideas and synthesize commonalities among them
- A high degree of ability to think abstractly that develops early
- Appreciation of complexity; finding myriad alternative meanings in even the simplest issues or problems
- Ability to learn in an integrative, intuitively non-linear manner
- Extraordinary degree of intellectual curiosity
- Argumentativeness
- Ability from an early age to think in metaphors and symbols and a preference for doing so
- Ability to learn in great intuitive leaps
- Awareness of detail
- Unusual intensity and depth of feeling



In order to support these students, here at The Leys Primary and Nursery School, in conjunction with the pupils and guardians, we provide these students with Individual Education plans. These plans help to identify the strengths and needs of these pupils in order to push them to their full potential.

Tips for Parents/Carers of more able pupils:

- Help your child see that tackling challenges is more of a success than any amount of easy achievement.
- Try not to fixate on scores and grades as a measurement of success.
- Encourage your child to take as much responsibility as they can for managing their learning and thereby offer them the opportunity to be trusted.
- Try not to accept first responses too quickly.
- Ask your child to justify and reason their opinions and answers as thoroughly as they can.
- Encourage them not to over-simplify their explanation.
- Try not to praise talent before effort.

Ideas of activities to support more able children at home

- Read with them, and to them, even if they are good readers.
- More Able children enjoy learning new words. Have a new 'word of the week' at home.
- Extend their general knowledge with a 'fact of the week'- get them to come and tell their teacher or peers their new fact!
- Encourage physical activity to develop coordination and general fitness.
- Do not always focus on your child's obvious skills. Encourage him or her to sample new challenges to develop new skills.
- All types of puzzles, crosswords, logic games, word games, card games and board games help to develop children's thinking skills and social interaction.
- Learn a new language together.



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• Give children a broad range of experiences- both in and out of the home

• Sometimes the most effective support that a parent can provide may be to limit the number of engagements and formal activities their child is exposed to, in order to ensure that the child has the space and free time in which to play, experiment and develop hobbies and interests of his or her own.



Appendix 1:

Subject Summary

<u>Subject</u>	<u>Provision for More Able pupils across each Subject.</u>
Writing	<p style="text-align: center;"><u>Within Lessons:</u></p> <p><u>Extended pieces of writing</u>- It is clear that pupils are given time for extended pieces of writing with clear progression throughout the years.</p> <p><u>Reflections/Metacognitions</u> Children complete daily reflections to help them reflect on what went well and what they believe they can improve. They use metacognition to indicate how they felt the lesson went.</p> <p><u>Can I still-</u> At the beginning of lessons a 'Can I still' is given to ensure pupils are recapping previous skills.</p> <p><u>Target sheets-</u> These are used to ensure children understand what they need to improve on. They have to show that they have completed their target 3 times in order for it to be 'reached' and a new target issued.</p> <p><u>Verbal Feedback:</u> Teachers and teaching assistants use verbal feedback to ensure that they work with every child in their class at least once a week. This enables the teacher to pick up on misconceptions immediately, children are able to edit any mistakes or improve work and they are able to question children to ensure deeper understanding. Next steps are also given in these sessions to push and challenge pupils.</p> <p><u>Peer Assessment-</u> Children are given the chance to help, support and challenge their peers with feedback about their writing work and give the next step that can be acted upon.</p> <p><u>Whole School Writing Topics:</u> Whole school books are chosen in order for writing to be cross-curricular. It is very effective and clear progression throughout the school is evident. Children are able to link work from other subjects to their writing.</p> <p style="text-align: center;"><u>Extra Provision</u></p> <p><u>Writer of the Week-</u> Each class teacher has the opportunity, each half term, to select pupils' best piece of writing. It is then placed into the school weekly newsletter.</p> <p><u>Press Gang-</u> The More Able Writers get together with the writing lead to create a school, termly, newspaper article discussing all of the school and global events that are currently taking place. They write their own articles and edit and up-level it with the support of the Subject lead. This is then shared to all staff, pupils and parents via our online website, facebook and email. It is also placed in classroom libraries.</p> <p><u>Own work for Libraries-</u> Exempla pieces of published writing, written by the children, are placed in classroom libraries (KS2) for other children to read and create reviews on.</p> <p><u>Competitions:</u> A termly writing competition is placed in the 'Press Gang' Article to encourage writing out-side of school hours.</p> <p><u>Handwriting and presentation Awards-</u> Teachers reward progress in handwriting and presentation using a criteria of certificates.</p> <p><u>Head Teachers Award-</u> These are frequently given out within assembly for children who have gone above and beyond.</p> <p><u>SDI (Same day interventions)-</u> Support staff frequently take out children in the afternoons to complete same day intervention work, typically to push and excel students.</p>



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	<p><u>Tutoring-</u> Small group Tutoring sessions for our Pupil premium students take place after school in order to enhance progression.</p> <p><u>Century-</u> Allowing children to target specific areas of their writing.</p>
<p>Maths</p>	<p style="text-align: center;"><u>Within Lessons:</u></p> <p><u>Can I Still:</u> At the beginning of lessons a 'Can I still' is given to ensure pupils are recapping previous mathematical concepts learnt.</p> <p><u>Reflections/Metacognitions</u> Children complete daily reflections to help them reflect on what went well and what they believe they can improve. They use metacognition to indicate how they felt the lesson went.</p> <p><u>Verbal Feedback:</u> Teachers and teaching assistants use the new marking and feedback policy to ensure that they work with every child in their class at least once a week. This enables the teacher to pick up on misconceptions immediately, children are able to edit any mistakes or improve work and they are able to question children to ensure deeper understanding. Next steps are also given in these sessions to push and challenge pupils.</p> <p><u>Peer Assessment-</u> Children are given the chance to help, support and challenge their peers with feedback about their maths and give the next step that can be acted upon.</p> <p><u>Mastery questions:</u> At the end of each lesson, children are given 'mastery' problem-solving questions which will challenge them to apply their learning in a different context. The mastery challenge extends thinking and questioning skills.</p> <p><u>Next steps focussing on key maths concept(s) being learnt:</u> Within a lesson/within a feedback session children receive next steps which challenge them on a key concept being learnt.</p> <p style="text-align: center;"><u>Extra Provision</u></p> <p><u>Headteacher awards:</u> Frequently given out in assembly for children who have gone above and beyond.</p> <p><u>STEAM Weeks:</u> STEAM weeks happen once every term to enable focused problem-solving and creative discussion and learning. This is linked cross-curricular.</p> <p><u>Online learning platform - Times Tables Rock Stars:</u> Children practise their times tables to support progress. Baseline test feature enables future sessions to be targeted to individual pupil needs. Badges awarded to pupils at three different achievement levels: Level 1 (2, 5 & 10 times tables), Level 2 (3, 4, 6 & 8 tables) and Level 3 (7, 9, 11 & 12 tables). For those children who have mastered all three levels, there is a further 'rare' badge awarded to those pupils who are able to answer 60 questions correctly in 60 seconds.</p> <p><u>Competitions:</u> Year 5 children take part in an annual maths competition run by Herts for Learning.</p> <p><u>SDI (Same day interventions)-</u> Support staff frequently take out children in the afternoons to complete same day intervention work, typically to push and excel students.</p> <p><u>Tutoring-</u> Small group Tutoring sessions for our Pupil premium students take place after school in order to enhance progression.</p> <p><u>Century-</u> Online programme for Year 3+ scaffolded for each child- focusing on their personal strengths and areas for development to master new skills.</p> <p><u>Times table group-</u> offered to those in year 4 that are not quite on track to pass end of year 4 multiplication test</p> <p><u>Maths Club-</u> Y5 and Y6 are offered a lunchtime club, once a week, to support and increase their knowledge in maths using times table rockstars and tutoring.</p>

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Within lessons:

Can I Still: At the beginning of lessons a 'Can I still' is given to ensure pupils are recapping previous skills/scientific knowledge.

Verbal Feedback: Teachers and teaching assistants use the new marking and feedback policy to ensure that they work with every child in their class at least once per topic. This enables the teacher to pick up on misconceptions before an end of unit quiz, children are able to edit any mistakes or improve work and they are able to question children to ensure deeper understanding. Next steps are also given in these sessions to push and challenge pupils of all abilities.

Peer assessment and discussion: Children are given the chance to help, support and challenge their peers with feedback about their science learning and work together to address misconceptions and enhance discussion.

Mastery questions: At the end of each lesson, children are given a 'mastery question'/activity which will challenge them to apply their learning in a new context or explore a new area of that topic. The mastery challenge extends thinking and questioning skills.

Next steps focussing on scientific skill: Within a lesson/within a feedback session children receive next steps which challenge them on an area of working scientifically.

Reflections/metacognition: Children complete daily reflections to help them reflect on what went well and what they believe they can improve. They use metacognition to indicate how they felt the lesson went.

Extended questioning in Scientific discussion: Teachers make use of the scientific handbook and Bloom's taxonomy questions to challenge and extend thinking for more able pupils, moving beyond the 'what' questions to extend 'why' thinking. Children are encouraged to ask questions of scientific content also.

Exposure to high-level scientific vocabulary: Children have knowledge organisers stuck in their books at the start of each topic which contain a list of high-level vocabulary specific to the topic. This is displayed on working walls to be used in discussions.

Working scientifically stickers- Stickers associated with scientific skills which are placed with the task when a pupil has 'Mastered' the skill.

Extra Provision:

Mad Science Club: Children are offered entry into Mad Science Club, where experiments and higher level scientific thinking is encouraged.

Headteacher awards: Frequently given out in assembly for children who have gone above and beyond.

STEAM Weeks: STEAM weeks happen once every term to enable focused problem-solving and creative discussion and learning. This is linked cross-curricular.

Century- Online programme for Year 3+ scaffolded for each child- focusing on their personal strengths and areas for development to master new skills.

Reading

Within lessons:

Reflections and metacognition - daily reflections completed to reflect on how the lesson went, thinking about what new knowledge they have attained, what they are proud of and what they could improve on next time. They also think about what colour reflects their learning and how they felt during the lesson.

Reading Fluency- echoing, to enhance emotion within reading to help children understand the text.

VIPERS- To allow children to access questions based on all areas of reading, to help identify areas of strength and areas that need improving.



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Teacher Guided Group- Teachers and teaching assistants to enable misconceptions to be addressed immediately. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.

Extra provision

Bookopoly- A reading incentive for children to explore a different genre of book each week-reading medal to encourage participation for each class.

12 reads by the end of the year- 12 books are shown in class, with a range of genres, to challenge children to read by the end of the year.

Century- Online programme for Year 3+ scaffolded for each child- focusing on their personal strengths and areas for development to master new skills.

Books and Biscuit Club- Lunch time club to encourage children to come in and read a book and have a biscuit.

World Book Day- A whole school event where children celebrate pleasure for reading.

Reading to another class- Children visit other classes and read with them- more able children are given an opportunity to help and support other children.

SDI (Same day interventions)- Support staff frequently take out children in the afternoons to complete same day intervention work, typically to push and excel students.

Tutoring- Small group Tutoring sessions for our Pupil premium students take place after school in order to enhance progression.

Geography

Within lessons

Reflections and metacognition - weekly reflections completed to reflect on how the lesson went, thinking about what new knowledge they have attained, what they are proud of and what they could improve on next time. They also think about what colour reflects their learning and how they felt during the lesson.

Can I Still - every marking strip gives the children a can I still question/short task which they complete at the start of the lesson and this often relates back to the previous lesson or previous topic. This ensures they are able to use skills taught previously or recall new information taught.

Curriculum sheets - these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).

Verbal feedback - Verbal feedback is given in lessons by teachers and teaching assistants to enable misconceptions to be addressed immediately. Verbal feedback forms are given to focus pupils half termly and VF signs are used in all other books. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.

Mastery - Mastery is given in lessons in order to extend learning further. They will incorporate what has been taught as well as allowing children to use their imagination and own knowledge to answer a question.

Next steps - Next steps are given most lessons either at end of task or during in order for them to improve, extend or edit their work. They relate to the task and will be an opportunity for children to independently extend their learning or work.

Orienteering - On school grounds we have set up an orienteering challenge which all age groups and abilities can use. This allows the children to explore their surroundings as well as build geography skills such as direction and map work. It is also a successful way of incorporating other subjects such as English and science as they have animals and letters on each plaque.

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Extra provision

Headteacher awards- Headteacher awards are given out to children who complete outstanding work, showing they have used their geographical skills well and applied their knowledge successfully.

Global goals - Our global goals topic has really enhanced geography lessons this year. It allows children to explore and learn lots of exciting information about a country and its culture as well as share their knowledge and experiences from our own country.

Homework - Topic homework is set on Google classroom by teachers fortnightly. This encourages children to use their research skills and creativity to deepen their knowledge of areas of interest.

Eco-Club- Year 5 and Year 6 pupils are offered a place in our Eco-Club held once a week at lunchtime. A club dedicated to helping and encouraging the school and local community to look after our environment.

History

Within lessons

Reflections and metacognition - weekly reflections completed to reflect on how the lesson went, thinking about what new knowledge they have attained, what they are proud of and what they could improve on next time. They also think about what colour reflects their learning and how they felt during the lesson. Peer assessment carried out in lessons as appropriate.

Can I Still - every marking strip gives the children a can I still question/short task which they complete at the start of the lesson and this often relates back to the previous lesson or previous topic. This ensures they are able to use skills taught previously or recall new information taught or Historical-related vocabulary.

Curriculum sheets - these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary). Children refer to the curriculum sheets throughout the topic and use it as a working document (adding/amending throughout).

Verbal feedback - Verbal feedback is given in lessons by teachers and teaching assistants to enable misconceptions to be addressed immediately. Verbal feedback forms are given to focus pupils half termly and VF signs are used in all other books. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.

Mastery - Mastery is given in lessons in order to extend learning further. They will incorporate what has been taught as well as allowing children to use their imagination and own knowledge to answer a question. Mastery questions may encourage children to look for evidence to support their research and prompt further Historical questioning skills. Children are encouraged to link prior learning.

Next steps - next steps are given frequently either at the end of the task or during the lesson in order for the pupils to improve, extend or edit their work. Next steps promote a Historical curiosity, further questioning from the child and a deeper knowledge and understanding of both the topic and skills needed to be successful Historians.

Extra provision

Trips- The History curriculum is enriched through trips, visitors and resources/artefacts from local museums. This extends children's knowledge. Trips are part of a learning sequence studying past, present, history within living memory. They learn to apply their knowledge over time and draw links between short and long term memory and different eras studied throughout the primary curriculum. Visitors coming into school to enhance learning and promote a deeper understanding of a topic.

Headteacher awards- Headteacher awards are given out to children who complete outstanding work, showing they have used their Historical skills well, shown outstanding cross-curricular learning (e.g. making models) and applied their knowledge successfully.



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Homework - Topic homework is set on Google classroom by teachers fortnightly. This encourages children to use their research skills and creativity to deepen their knowledge of areas of interest.

Year group History Day- Different year groups are offered the opportunity to create a History day, displaying all of their excellent work related to their history topic that term, an event which we call a 'fantastic finish' where children get to dress up, talk about their topics is an event that parents are welcomed to.

P.S.H.E

Within lessons

Reflections and metacognition - weekly reflections completed to reflect on how the lesson went, thinking about what new knowledge they have attained, what they are proud of and what they could improve on next time. They also think about what colour reflects their learning and how they felt during the lesson.

Can I Still - every marking strip gives the children a can I still question/short task which they complete at the start of the lesson and this often relates back to the previous lesson or previous topic. This ensures they are able to use skills taught previously or recall new information taught.

Curriculum sheets - these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).

Verbal feedback - Verbal feedback is given in lessons by teachers and teaching assistants to enable misconceptions to be addressed immediately. Verbal feedback forms are given to focus pupils half termly and VF signs are used in all other books. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.

Mastery - Mastery is given in lessons in order to extend learning further. They will incorporate what has been taught as well as allowing children to use their imagination and own knowledge to answer a question.

Next steps - next steps are given most lessons either at end of task or during in order for them to improve, extend or edit their work. They relate to the task and will be an opportunity for children to independently extend their learning or work.

Extra Provision

Young Carers club- Lunch time club for children who are carers completing weekly activities (Years 3-6).

Counsellor- School counsellor service for any children who are referred to talk to someone.

Well Being Champions - 1 from each class Y2-6, meet half termly and support other children's well-being including peer to peer support at lunchtime from Y4-6.

Friendship Cup- A friendship cup is given out in an assembly where a pupil has been exceptionally friendly to another pupil or adult.

Residential Trips- Overnight trip in year 4 and week long residential trip in year 6

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Within lessons

Reflections and metacognition - weekly reflections completed after the lesson to reflect on how the lesson went, thinking about any new knowledge they have attained, what they are proud of and what they could improve on next time. The children also think about what colour reflects their learning and how they felt during the lesson. (red, yellow, green and blue - (blue introduced to Y1 in Summer term)

Can I still- Can I Still question is on the learning slips for each lesson, this question reflects back to the precious lesson/lessons. Upper KS1 and KS2 reflect on this before the lesson and answer the question verbally or written in their books. Lower KS1 are asked verbally and the question is addressed.

Curriculum sheets - located in books before each new topic is introduced at the beginning of each term or half term. For use from students and teachers.

Verbal feedback - given to the children during each lesson either by the class teacher, teaching assistant or 1:1. Children can respond and answer any misconceptions from feedback and this can secure understanding further.

Mastery - Mastery task always available to stretch and challenge.

Next steps - Next Steps are given for KS2 at the end of the lesson. These can be completed independently or with a member of staff.

Extra Provision

Yearly Church Visit- Every year, at Christmas, the whole school visits St Nick's Church to participate in the Christmas service, our more able children are given the opportunity to read out hymns/prayers in the service.

Visitors: Year groups invite visitors in from places of worship to support the pupils in their learning. For example, Year 5 has a visit from a baptised Sikh (a Sikh who has been initiated into the Khalsa), who teaches them all about the Sikh religion. This is a great opportunity for pupils to ask in depth questions related to the religion of study.

Trip- Each year group visits a place of worship associated with their religious focus that term.

Computing

Within Lessons:

Cross-Curricular Application - Many skills learned in Computing are applied in other lessons such as using graph drawing tools to present science results, applying learning on efficiently searching the internet to complete research tasks in foundation subject learning and then applying learning on creating presentations to showcase the results of said research.

Curriculum sheets - these are stored in a class folder and can be used by teachers as they see fit. They are intended for both students and teachers to read and deepen their understanding of the learning at hand. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).

Verbal feedback - given to the children during lessons either by the class teacher, teaching assistant or 1:1. Children can respond and answer any misconceptions from feedback and this can secure understanding further.

Peer Support- Children are given the chance to help, support and challenge their peers with computing tasks.

Mastery - Many tasks provided through the Purple Mash scheme are graduated into small chunks to help scaffold children's learning. The final chunk is typically an open-ended challenge to the student to apply the lesson's learning to a new context or to draw upon previous learning to add to the task at hand.

Extended Questioning/Challenges - Teachers provide additional challenges to pupils that complete lesson tasks that require them to demonstrate their ability to further apply the lesson's learning.



Learning Today . . . Leading Tomorrow

Exposure to Technical Vocabulary - Technical vocabulary is on display in all year groups and can be used to stimulate discussion and support recall.

Extra Provision

Headteacher awards- Headteacher awards are given out to children who complete outstanding work, showing they have used their computing skills well and applied their knowledge successfully. _Additional inspirational awards have been given for students that demonstrate their commitment by taking their skills out of school and then presenting the results back to staff.

Safer Internet Week - Children are annually given the chance to think deeply about a currently relevant topic and understand in an immediate way how they personally can help to contribute positively to the growing digital world.

E-Safety Council - Recently set up and intended to meet termly, this body of selected students exists to provide feedback from the students on the issues and difficulties that they face as citizens of our digital society. We will be supporting and extending lessons as needed to meet our community's needs.

Typing Club- To enhance and mastery typing skills (Years 4,5 and 6).

Software- Century, purple mash, reading shed/eggs, times table rockstars.- Online programmes to scaffold each pupil- focusing on their personal strengths and areas for development to master new skills.

P.E

Within Lessons:

Extension Tasks- individualised for example- chest pass in a variety of physical settings opposed and unopposed.

Individual specific physical targets- which are given verbally through lessons depending on the sport type.

Observation- Opportunity to model good practice and observe and feedback on peer performance.

Question and answers - expectations for their answering and questioning is extremely high and asked to provide through detail.

High modelling from More Able- demonstrates to other peers- we take a time to highlight and celebrate what every child is achieving at the beginning of lessons- other children's aspirations.

Extra provision

Clubs- Variety depending on the term including football, gymnastic, mixed sport, cricket.

After school Dance- which is taught by a specialist dance teacher.

Sporting Events- A range of in school sporting events and activities for example year 3 are going to TAG rugby.

Sports Ambassadors and house captains- additional responsibilities, role modelling.

Competitions- virtually and face to face- football, rugby, cricket, athletics.

Competitive fixtures- football matches- results are recorded.

Links to local sporting organisations /community- Stevenage sporting future, Sports Day.

Learning Today . . . Leading Tomorrow

Within Lessons:

Specialised teaching- Specialist music teacher supports and teaches Y3 recorders weekly. Also, a specialist steel pans teacher comes in weekly, to support and teach Y5 steel pans.

Verbal feedback- Pupils are given lots of verbal feedback within lessons to encourage musical improvements in their work and clarify any misunderstandings.

Teacher and peer modelling- Teacher demonstration and pupil imitation is frequently used and pupils are often given the opportunity to show their work to their peers.

More able pupils and outcomes- Scaffolding by outcome of the musical challenge. More able pupils are expected to produce work of a higher standard showing more musical understanding and creativity.

Musical instruments- The school has a range of musical instruments including: bells, triangles, cymbals, maracas, shakers, tambourines, hand drums, tuned percussion, recorders and steel pans.

Extra provision

Peripatetic lessons for piano- Individual piano lessons which enable pupils to learn and progress playing an instrument, with inclusive one-to-one tuition.

Nurture music group- a weekly 30-minute creative instrumental music session for a small group of pupils in Y6. These sessions are for pupils who are at risk of poor outcomes due to mental health, behaviour or general confidence difficulties.

Choir - A weekly choir club (Y4, 5 and 6,) is run by a specialist music teacher. The more able singers are encouraged to sing solo or in small groups at performances. The choir takes part in many events including- Young Voices concerts, Christmas performances and community singing,

French

Within Lessons:

Reflections/Metacognitions Children complete daily reflections to help them reflect on what went well and what they believe they can improve. They use metacognition to indicate how they felt the lesson went.

Verbal feedback - Verbal feedback is given in lessons by teachers and teaching assistants to enable misconceptions to be addressed immediately. Verbal feedback forms are given to focus pupils half termly and VF signs are used in all other books. This allows children to respond to feedback immediately and further their learning. Next steps are given after the feedback to ensure complete understanding.

Curriculum sheets - these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).

French bears(Year 3&4)- Children have a chance to learn about French culture/language by completing a range of activities at home with a French bear. This develops children's understanding of other cultures and the world around them.

I can ... assessment grid - Children complete their own assessment grid at the end of each teaching unit to help them reflect on what they have learnt and what they believe they can improve

Extra provision

French Fridays-every Friday children have an opportunity to learn and practise a new French word or a phrase.

Whole school French Day -Children participate in lots of activities that allow them to explore the French culture and language . Children develop a genuine interest and curiosity about learning a foreign language and deepen their understanding of other cultures and the world around them.



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Within Lessons:

Reflections and Metacognition

In each session children reflect on their learning thinking about what they are proud of, what they could improve on and how their learning links to other subjects and later life. They also choose a colour that best represents their learning in that lesson.

Curriculum sheets - these are placed in books at the start of a new topic before any teaching is undertaken. They are for both students and teachers. They remind children of previous skills and knowledge taught as well as giving them an insight into the new topic (skills and vocabulary).

Can I still- At the beginning of lessons a 'Can I still' is given to ensure pupils are recapping previous skills.

Whole School Topics: Linked to writing topics based around a book

Annotation and improvement- MA children are asked to annotate their work and attempt their art piece again (if applicable) to try and improve specific areas.

Extra provision:

School Gallery- to showcase excellent examples of artwork.

Whole school initiatives- for example christmas cards that were printed into real cards, wrapping paper etc.

Art Club- Afterschool club to enhance art skills (Years 4,5 and 6)

School visitors - We welcome in school visitors to support the provision of art. For example Y6 welcomed Mr Meana who is a street artist and taught the children street art in a fun and engaging way.