

The Leys Nursery & Primary School

Subject Expectations Documentation

English 2021-2022 - Reading Subject Leader: Sarah Lea	
Every class should have a class book, read by the teacher, to the class every day.	
Phonics- KS1 and EYFS	<ul style="list-style-type: none">- Use Letters and Sounds scheme.- Year 2 to use letters and sounds for the first half term/term at least if necessary. SEN may need L&S all year.- 4 - 5 lessons in phonics. At least one a week should be whole class.- Use Review, Teach, Practice, Apply, Assess planning format.- Year 1 to set phonic groups from September using data from reception.- Reception to set phonic groups from summer term. To be set from Autumn 1 (in line with Eng hub project)
Benchmarking	<ul style="list-style-type: none">- All children who are no longer working on the phonics phases to be assessed every half term, or as needed, to find instructional level.- All data to be recorded on new Reading Progression Toolkit.
Online reading	<ul style="list-style-type: none">- Reading Eggs/Eggspress (This is for Y1 to Y6 - you will have received an email to allocate children their login details.)- Reading Eggs - Year 1, 2 and 3- Reading Plus for KS2 (only more able year 3 readers). Do less able readers use Reading Eggs? This programme also assesses pupils to place on appropriate level.

<p>Reading</p>	<ul style="list-style-type: none"> - Every child should have a reading scheme book (if on the reading scheme) and a library book to take home. - All children should be reading (at home) at least 5 times weekly. Reading Records to be checked regularly and if children are not reading minimum expectation they must be kept in for 5 minutes at break time at the teacher's discretion. Not in Reception/Y1 - Reading expectations to be in front of reading records for parents/carers and children to see. - Reading must be recorded in Reading Records every day and signed by an adult. If a child has used online resources they can record this as a reading session.
<p>Reading challenges and rewards</p>	<ul style="list-style-type: none"> - Children to receive a certificate in KS assemblies when they read a certain amount of times at home. Not in Reception - ALL classes to have a reading challenge/incentive. Reading challenges to be discussed in phases. - Celebrate children who have completed the summer holiday Stevenage Library Challenge.
<p>Guided Reading</p>	<ul style="list-style-type: none"> - Reception/Year 1 to use English Hub project so that guided reading follows phonics - Y2 - Y5 Guided Reading sessions to be completed 4-5 times per week. Carousels to be used. Y6 to do one day of whole class reading with the rest of the week as carousel, increasing to 2 days of whole class reading when children have reached a good level of fluency. Any adult who works with a guided group must record that this has been done in children's reading records. (eg: Date, GR, sign) - Assessment grids for every year group. Year 2 and 6 to follow ITAFs. - Guided reading work books to be used by all pupils years 2-6.

	<ul style="list-style-type: none"> - Independent tasks to be short marked: eg: highlight title/brief comment as appropriate. Can be marked with teacher during next GR session - emphasise need for every piece of writing to be of a good standard
Resources	<ul style="list-style-type: none"> - Guided reading books, kept in provisions room for KS2 and year 1 classroom for EYFS and year 1, are to be returned once books are finished with and to the correct boxes. <ul style="list-style-type: none"> - Book band books are kept in Reception, Year 1, Year 2 and dining room area next to KS2 hall. - Bench marking kits are kept with SL- they need to be signed out and in.
Class library areas	<ul style="list-style-type: none"> - Ensure all areas are kept tidy and inviting. Create displays where possible and refresh every term. - Please arrange books by author or genre. fiction and non-fiction/recommended reads and label clearly

English 2021-2022 - Writing Subject Leader - Joanie Garner	
Spellings	<ul style="list-style-type: none"> - The National Curriculum has specific spelling patterns for each year and common exception words. - Make sure that spelling is incorporated in all lessons. - Cannot be age related if do not have age related spellings in writing. - Reception and Year 1 - to use English Hub project - Use Spelling Shed Lessons to teach 2 -3 times a week for Year 2 (if passed phonics assessment) to Year 6. All planned and resourced with slides and worksheets. - Online programme: Spelling Shed has been purchased for all year to use and issue homework weekly- differentiated spelling lists can be issued online but also printed. - Jottings for spellings to be recorded in back of English books for KS2 and in spelling notebooks/folders for Reception to Year 2.

	<ul style="list-style-type: none"> - Spelling tests: <ul style="list-style-type: none"> - Year 2 to record spellings in yellow books. - KS2: Termly spelling tests in back of English books- a mixture of words covered in Spelling Shed and Statutory lists.
Writing	<ul style="list-style-type: none"> - All year groups to regularly update Assessment grids (on google sheets) as part of ongoing assessment. - Pupils should be taught to use a range of metacognition and self regulation strategies daily as a tool to further improve their literacy skills. - Pupils will have non-negotiables for their year group in the front of their writing books- for both teachers and teacher assistants to use with on-going assessments. - Age related examples available from subject lead. - All writing should be modelled/use word banks/word aware/objectives shared etc. - Ensure children have access/chance to discuss vocabulary/spellings and to 'uplevel'/edit work - <i>Every piece of writing, in every single book counts towards assessment!</i> - Each pupil will have a Purple Polish book- for pupils to publish their final pieces of writing - at the end of each unit. It is expected that at least 2 pieces of work are published each term to end the year with at least 6 published pieces.
Marking	<ul style="list-style-type: none"> - See Marking & Feedback Policy https://docs.google.com/document/d/1KIgx-24u8z9bTVzdETZ3bavr-Ke53mKJd7k2JtaDily/edit - Year 2 and 6 can't be too explicit with corrections but can and should give a next step as written feedback for each piece of writing. eg: try to use conjunctions instead of - try to use 'because' and 'if'. - Editing is a statutory expectation- children need to be taught to do it, using purple editing pens/pencils- Use the 1,2,3 system to ensure children know where to place their edits if publishing.

Planning	<ul style="list-style-type: none"> - All planning to follow The Writing Long term plan.
Handwriting	<ul style="list-style-type: none"> - Teach handwriting regularly (at least 3 times a week) in the back of English book in line with policy or as part of your English lesson. - Handwriting should be taught with differentiation using the Handwriting and Presentation policy and appendices. - Teachers should issue Handwriting and Presentation certificates weekly using the criteria stated in the policy. - For pupils with handwriting as a focus-teachers should record pupils handwriting progress on the handwriting assessment sheets. - All pen licences in Key stage 2 will be issued by Team leaders in Assembly. - Expectations for Presentation should be used as a criteria to mark and provide feedback to pupils. - Pupils with improved or excellent presentation should be given a Gold Sticker in their book. Pupils will then need to take their book to Ms Khangura who will present in assembly. <p>All teachers have high expectations of handwriting in all pieces across the curriculum.</p> <p>A range of resources are available on the google staff drive- Handwriting and Presentation.</p>
Pen Licences	<ul style="list-style-type: none"> - At the beginning of the school year, all pupils are to use a pencil for the first 2 weeks. If they previously had a pen licence, this can be given back, if the teacher believes it is deserved. - To receive a pen licence, children must be joining all writing and handwriting needs to be consistently neat in every book. Writing needs to be ratified by Team leaders. Awards to be given out, and work can be shown as an example, in assembly. - If a child's writing is not consistently good once the licence is given, this can be revoked!
Writer of the week	<ul style="list-style-type: none"> - Time table in the staff handbook. To be emailed or given to Headteacher by Wednesdays.

SUBJECT: Mathematics		Leader: Andrew Christie
Objectives and coverage for each phase	<ul style="list-style-type: none"> Year 1- 6 should be using White Rose Maths planning as a basis for their teaching sequence. White Rose Maths teaching sequences and resources are available on the shared drive. Use National Curriculum to ensure Maths coverage. <p>FS</p> <ul style="list-style-type: none"> Ensure that visual and concrete resources are consistently used to reinforce numbers and their patterns. <p>KS1</p> <ul style="list-style-type: none"> Ensure that all children know their bonds to 10. Link their bonds to 10 to higher numbers. Ensure visual and concrete resources are consistently used to reinforce number. <p>KS2</p> <ul style="list-style-type: none"> Children should know all times tables (acc to NC requirements) Use visuals to reinforce number. 	
Planning top tips	<ul style="list-style-type: none"> In all planning, ensure that CONCRETE, VISUAL and ABSTRACT opportunities to learn are included. Use White Rose Maths for planning teaching sequences. 	
Expectations and non-negotiables for teachers	<ul style="list-style-type: none"> Manipulatives available in all lessons. Pupils to be reminded of expectations in writing and digit formation (non-negotiables) Where possible, work from sheets to be transferred into books. If using worksheets then this is to be stuck in books neatly. Problem solving questions are given to children on a daily basis 	
Assessment expectations	<ul style="list-style-type: none"> Grid to be updated termly. Data to be added to Arbor every term Yr 2 and Yr 6 to use TAF assessment grid. Assessment for learning evident in Marking and feedback. 	
Marking and feedback guidelines for teachers	<ul style="list-style-type: none"> Use marking and feedback policy. Next step marking and feedback once a week. Metacognition and reflection at the end of each lesson 	

Resources available	<ul style="list-style-type: none"> • Every class has a set of Cuisenaire rods. • We also have counting beads that are colour coded in 5s in most year groups.
---------------------	---

SUBJECT: Science		Leader: Emma Taylor	
Objectives and coverage for each phase	To follow the topics set down in the National Curriculum for each year group with a greater emphasis put on Working Scientifically and child led investigations.		
Planning top tips	<ul style="list-style-type: none"> • SMSC weeks: 1 each term • A study of a scientist needs to be covered every term • Practical investigations must be included every topic • A variety of recording methods needs to be included in books as evidence.(ICT, photographs, diagrams, formal write ups etc) • Science based trips - 1 per year for each year group • Cross curricular links eg. guided reading- science texts • Each year group to choose a tree and flowering plant in the school grounds to follow the life cycle for the year. If we don't have it, grow it. • Don't confine Science to the lessons- outdoor learning. Keep the children informed of current events. • Plan in 5 minute science experiments just for awe and wonder - University challenge Friday afternoons. • Scientific starters need to be evident eg odd one out, true or false, big question 		
Expectations and non-negotiables for teachers	<ul style="list-style-type: none"> • KS1 1hr 30mins per week, KS2 2hrs per week • Scientific words and questions need to be displayed in each classroom for the children to access during lessons and not just in a shared area. • Greater emphasis needs to be put on writing up experiments and giving time for the writing of a conclusion. • Working scientifically wheels in the front of all books • Resources need to be used and put back in the Science resource area. Subject leader to be informed of resource needs and breakages. • Pupils to be reminded of expectations in writing (non-negotiables) 		

	<ul style="list-style-type: none"> • Presentation - all work presented well and sheets stuck in books neatly. • Make time for the children to respond to marking.
Assessment expectations	<ul style="list-style-type: none"> • School assessment grids to be updated after every topic- all year groups. • Data to be added to Arbor every term • Years 2 and 6 also need to use the TAF check lists. • Assessment for learning evident in Marking and feedback. • Google forms one per term
Marking and feedback guidelines for teachers	<ul style="list-style-type: none"> • School marking policy to be followed. • Next step marking and feedback once a fortnight. • Metacognition and reflection at the end of each lesson
Resources available	<p>Science resource area- posters, poster packs, books, practical resources.</p> <p>Consumables need to be ordered in advance of topics.</p> <p>New folder on the Google drive with resources, planning formats etc.</p>

SUBJECT: History		Leader: Anna Soule	
Objectives and coverage for each phase	<p>See curriculum breakdown for objectives. Long term plans will be checked for overlaps and coverage.</p> <p>KS1- Basic chronology, cause and affect</p> <p>KS2- Source work, investigations, drawing comparisons, historical questioning.</p>		
Planning top tips	<p>-Use curriculum breakdown to ensure coverage.</p> <p>-Ensure you are planning in discreet History lessons to show skills (source work, chronology etc.) Ensure objectives are History-based (not English-based!)</p> <p>- Make History lessons interactive and immersive - e.g. incorporate drama, D&T etc - consider getting in visitors e.g actors for a Romans/WW2/Great Fire of London day etc.</p>		
Expectations and non-negotiables for teachers	<p>-History based learning objectives- if taught cross-curricular then decide what the SC is. If SC is English based e.g. a descriptive piece of writing about a Historical event, then a follow up lesson may be needed to meet the History objective and be marked as a History objective.</p>		

	-Ensure Geography objectives are in the Topic books and English objectives in the English books.
Assessment expectations	-The grid should be updated at least once per term. - Ensure that you are assessing children's work in the lessons using AFL strategies.
Marking and feedback guidelines for teachers	-Use the current marking and feedback policy <ul style="list-style-type: none"> • Highlight heading in green if met, yellow if not. • Make a comment as appropriate -Use purple pen reflections and metacognition where necessary
Resources available	Hopefully ordering atlases for KS1 and KS2 as well as some jigsaw maps for KS1 to aid children with locating countries.

SUBJECT: Religious Education Leader: Hollie Crease	
Objectives and coverage for each phase	To be confirmed following the implementation of the new RE curriculum.
Planning top tips	Use discussion! Getting children's views on religious beliefs and practices helps to develop their personal spirituality as well as consolidating teaching by the teacher. Use drama! Especially for learning about traditional stories (every religion has at least 1). Metacognition reflections can be a good place for children to compare their learning with their own beliefs; the depth of the comparison could be a good indicator of their understanding of lesson content. Pupils should be taught to use a range of metacognition and self regulation strategies daily as a tool to further improve their literacy skills. Display key vocabulary, especially any names as these are often difficult to spell due to how archaic they are.
Expectations and non-negotiables for teachers	1 45-minute lesson taught per week to ensure complete coverage. All lessons taught to be evidenced in books in some form, a suggested pro-forma for achieving this in the case of discussion/drama-based lessons will be circulated. All lessons to include a starter activity and a challenge. Please use the Discovery Curriculum that is on the shared drive under the subject leader folder.

Assessment expectations	Children to be assessed on Foundation Subjects grid, RE tab annually.
Marking and feedback guidelines for teachers	Short marking to show attainment against RE objectives. Ensure that writing non-negotiables are accounted for in any written evidence produced.
Resources available	<p>Religion specific resource boxes are stored in the KS1 building on top of cupboards outside the Headteacher's office. Please sign the resources out using the folder provided.</p> <p>Please return them at the end of each term so that they can be inventoried.</p> <p>Non-fiction books on a variety of religions, religious personages are stored in the book corners/reading areas of each year group. Copies of the Bible have been distributed to each year group. Religion-specific holy books are stored with the year groups that currently study these religions.</p> <p>BBC Teach youtube channel has a playlist dedicated to each of the major religions. The videos are presented by 11-year-olds with support from adult experts to explain key parts of each religion including festivals, holy books and beliefs.</p>

SUBJECT: PSHE		Leader: Hayley Whittaker	
Objectives and coverage for each phase	<p>To follow the twinkl PSHE scheme of work, in combination with Medway resources and PSHE association programming. 1Decision planning may be used for RSE</p> <p>This is organised into year groups, terms- Autumn, Spring and Summer and by weeks.</p> <p>The Twinkl scheme follows a whole school spiral curriculum with each year group looking at the same theme each half-term. It is laid out as a thematic programme to allow for a wider and deeper coverage of PSHE education and Citizenship.</p> <p>The focus begins on pshe recovery, due to the pandemic. This will focus mainly on relationships and mental wellbeing. The focus in each year begins with living in the wider world, followed by relationships and health and wellbeing education.</p>		
Planning top tips	Use the scheme to guide each weekly lesson. There is an L.O, S.C, easy to read lesson plan and resources (SEAL) to use. Please adapt the LO to a 'Big Question' and encourage enquiry based learning where possible. Powerpoints and worksheets are there to help, but		

	shouldn't be relied upon, and writing should be in children's books where possible.
Expectations and non-negotiables for teachers	<ul style="list-style-type: none"> -All teachers must cover the Twinkl PSHE Scheme of Work, in line with the PSHE association. -All teachers should be teaching PSHE for a minimum of half an hour each week or equivalent pro rata. -All teachers should try to make cross-curricular links wherever possible.
Assessment expectations	<ul style="list-style-type: none"> -Children to be assessed on Foundation Subjects grid, PSHE tab annually. -The PSHE Subject Leader will conduct a book scrutiny each half term to ensure that PSHE is being delivered weekly. -The PSHE Subject Leader will conduct 3 'pupil voices' during the school year.
Marking and feedback guidelines for teachers	Marking slip should be highlighted in green/ yellow as appropriate. Comment in green pen when necessary.
Resources available	<ul style="list-style-type: none"> -Scheme of Work for each year group -SEAL books -Websites

SUBJECT: Computing Leader: Nick Blanch, Krisitian Harlock, Kim Fathers	
Objectives and coverage for each phase	That the national curriculum is covered in full in each year group. There are from 5-8 areas of computing that need covering. See Purple mash teacher docs for areas of coverage.
Planning top tips	Use Purple Mash for your computing needs- all resources, pdf files for curriculum coverage are all there.
Expectations and non-negotiables for teachers	<ul style="list-style-type: none"> -With the addition of chromebooks and more modern laptops available to staff and students, alike, weekly lessons should be taking place. -Evidence of lessons is present in the IT suite with print outs of children's work for each year group (can be named work for whole school recognition). This should change once every half term. -Work should be saved into a child's individual folder in PurpleMash or shared via Google suite with the teacher at the end of each session.

	-Technology is changing faster than we can keep up with it. If you need help, ask!
Assessment expectations	Assessment in computing should be taking place at the end of the (5-8) units that are expected for each year group. See assessment section of Purple mash for easy to use assessment sheets that help inform your learning ladder or other grid.
Marking and feedback guidelines for teachers	Use a check list during one lesson a month to monitor students work. See book in the ICT suite for examples of this.
Resources available	Purple Mash software- web-based, so accessible from any device. Other apps that can be found on system under core programs, curriculum resources and learning support and assistance for teachers (all tabs found in the all programs in the office suite home icon).

SUBJECT: D&T		Leader: Laura Webb	
Objectives and coverage for each phase	See D&T assessment grids for breakdown of key skills and areas to be covered. Use curriculum sheets created by myself with key objectives on. Ensure that all topics are covered at some point in the year.		
Planning top tips	Use the evaluate (existing products)- design-make- evaluate (own product) model for every topic taught- See curriculum sheets for more detail of what to include in each section. Use the project on a page to help inspire ideas and the new curriculum sheets. Make use of the D&T association website and resources we have signed up to. Use learning strips to help focus children. Remember to always give the children a purpose for the task (3s - something, for somebody, for some purpose)		
Expectations and non-negotiables for teachers	Please keep all booklets in a class folder which can then be collected for monitoring. Make sure a clear learning objective with steps to success is on every piece of work. Highlight mark all work.		

	<p>Give children time to evaluate as the project progresses as well as at the end.</p> <p>Practice key skills e.g joining materials, sewing a running stitch before making the final product to allow children time to develop and improve these key skills.</p> <p>A D&T project should be undertaken 3 times during the year (Once per term).</p>
Assessment expectations	<p>-The grid should be updated at least once per term.</p> <p>- Ensure that you are assessing children's work in the lessons using AFL strategies.</p>
Marking and feedback guidelines for teachers	<p>-Use the current marking and feedback policy</p> <ul style="list-style-type: none"> • Highlight heading in green if met, yellow if not. • Make a comment as appropriate <p>-Address feeling and performance tags were appropriate.</p>
Resources available	<p>There are 2 D&T cupboards in school. They must remain locked so please see the office for the keys.</p> <p>-Please inform us if resources need to be ordered.</p>

SUBJECT: Art		Leader: Ann-Marie Glenister	
Objectives and coverage for each phase	<p>See Art overview for breakdown of objectives.</p> <p>Ensure that all topics are covered at some point in the year.</p> <p>Use curriculum sheets created by myself with key objectives on.</p>		
Planning top tips	Ensure children have the opportunity to use a variety of mediums.		
Expectations and non-negotiables for teachers	<p>One artist must be covered each term.</p> <p>An art project should be undertaken 3 times during the year.</p> <p>Pupils should reflect on their own art work</p> <p>Sketchbooks should show progression over a topic.</p>		
Assessment expectations	<p>-The grid should be updated at least once per term.</p> <p>- Ensure that you are assessing children's work in the lessons using AFL strategies.</p> <p>-marking should focus on the use of skills rather than the overall piece of art.</p>		
Marking and feedback guidelines for teachers	<p>-Use the current marking and feedback policy</p> <ul style="list-style-type: none"> • Highlight heading in green if met, yellow if not. • Make a comment as appropriate <p>-Address feeling and performance tags were appropriate.</p>		

Resources available	<p>Please order from myself via email. Please see stock list https://drive.google.com/file/d/1U8J2RMumCG4PDWk3IMOMFH_Cqtq96Wp6_/view?usp=sharing</p> <p>Anything not on the stock list I will need notice so that it can be ordered in.</p>
---------------------	---

SUBJECT: French		Leader: Ewa Balaban	
Objectives and coverage for each phase	<p>See French overview /progression map for breakdown of objectives.</p> <p>Follow the teaching units set down in the Language Angels unit planner for each year group</p>		
Planning top tips	<p>Use Language Angels for your planned French lessons- all resources and lesson plans for curriculum coverage are all there.</p> <p>Ensure children have the opportunity to practise all 4 key language skills:listening, speaking, reading and writing in each French lesson</p>		
Expectations and non-negotiables for teachers	<ul style="list-style-type: none"> -30-minute lesson taught per week to ensure complete coverage. -All lessons taught to be evidenced in children's individual books.Make sure children's work is clearly dated and kept in a chronological order.There needs to be a clear division between the work completed in previous years. -One grammar lesson needs to be taught explicitly each half term. -Consistency of learning across year groups. This needs to be included in long term planning, so each class in specific year groups are covering the same units. -French display with key vocabulary, questions and phrases displayed in each classroom. -Make sure you integrate French into your daily classroom routine e.g. French Fridays,morning register,greetings,counting in French etc. 		
Assessment expectations	<ul style="list-style-type: none"> -The grid should be updated at least once per term. - Ensure that you are assessing children's work in the lessons using AFL strategies. 		

	<p>-The French Subject Leader will conduct a book scrutiny each term to ensure that French is being delivered on a regular basis.</p> <p>-The French Subject Leader will conduct 2 'pupil voices' during the school year.</p>
Marking and feedback guidelines for teachers	<p>-Use the current marking and feedback policy</p> <ul style="list-style-type: none"> • Highlight heading in green if met, yellow if not. • Make a comment as appropriate <p>-Address feeling and performance tags were appropriate.</p>
Resources available	<p>-Language Angels printable resources and interactive games</p> <p>-French folder with printable resources on a Staff Shared Drive</p> <p>-A wide variety of board games, books and other resources stored in the French cupboard in the dining hall</p>

SUBJECT: SMSC		Leader: Hayley Whittaker	
Objectives and coverage for each phase	<p>Ensure that SMSC is embedded in all subjects.</p> <p>See here for breakdown: https://www.leys.herts.sch.uk/cl-sm-sc-british-values.html</p>		
Planning top tips	<p>Ensure all subjects include elements of SMSC.</p> <p>SMSC leader to evidence as much as possible across the school, write a piece for the newsletter every week and send to LH.</p>		
Expectations and non-negotiables for teachers	<p>Explicitly link SMSC to learning so that children are aware of what is social, moral, spiritual or cultural learning.</p>		
Assessment expectations	n/a		
Marking and feedback guidelines for teachers	n/a		
Resources available	<p>There are plenty of websites available that give you more information with lesson ideas etc.</p>		

