



New City Primary School Learning & Teaching Policy

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Policy Creation and Review

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New City Primary School

Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all learning and teaching at New City Primary School.

1. School Vision
2. School Expectations
3. Teaching
4. Learning
5. Curriculum
6. Assessment and Feedback
7. Target Setting
8. Monitoring, review and sharing effective practice

1. School Vision

Purpose (Intent)

The purpose of our curriculum at New City Primary School is to ensure that all our children are prepared learners for the 21st Century and are responsible global citizens. Our curriculum will introduce our children to the essential knowledge; skills and understanding that will help them develop a love for their lifelong learning. We want our children to be confident, resilient and independent learners and ensure that they have an appreciation of their own place in the wider world.

At New City we want our children to be proud and passionate about their learning and have a desire to be successful within and beyond the school day. Our curriculum is designed to ensure mastery and depth of learning. Learning is organised into components leading to learning goals (composite goals) that are progressive and ensure that children know more and remember more. It's design is to outline components of core knowledge that enable our teachers to develop exciting and stimulating lessons to promote the development of children's knowledge, understanding and skills as part of the wider school curriculum.

Children and staff have clearly set out expectations for learning through shared learning goals (composite goals). These are articulated to the children. Through short term planning staff devise a range of strategies to ensure that all children progress through the components of learning. The lowest 20% toolkit ensures that identified children make rapid and sustained progress. Mastery is planned for all children to ensure opportunities to deepen learning and understanding.

Aims (Implementation)

- To deliver a curriculum that ensures children develop their skills and knowledge progressively by building on key components of learning that work towards shared learning goals (composite goals) and enable children to communicate their understanding and what they remember both orally and in writing.
- To design sequences of learning in each subject that inspires, deepens learning and engages children through the use of a range of teaching strategies including: practical activities, hooks, resources, visits, outdoor learning, speakers, and workshops.
- To ensure the topics taught within the subject enable children to develop depth and breadth of understanding through a mastery curriculum.
- To promote the New City curriculum within the local, national and international context and make explicit links to the world beyond the school gates.
- To ensure that the children are exposed to high level subject vocabulary and can articulate their understanding confidently using the correct terminology.
- To ensure the curriculum is accessible to all children through carefully planned and delivered lessons that is inclusive and ensures all children are able to succeed including our lowest 20%.
- To promote links across the curriculum to enable learning to be contextualised, exciting, creative and fun.

Outcomes (Impact)

Children are engaged and motivated about their learning at New City Primary School. They demonstrate a love and passion and are able to talk and write about their learning and how it links to the modern world confidently.

Through achieving set learning goals throughout their primary school career and deepening their learning through our enriched mastery curriculum, our curriculum will have prepared the children for their next phase and transition of learning. New City pupils will also be equipped with the skills of resilience, curiosity, independence and proactivity which will ensure they continue to be successful in their learning experiences as they embark on their learning journey beyond New City Primary.

2. School Expectations

We expect all pupils to follow the **5Cs**

- ❖ Care
- ❖ Courtesy
- ❖ Commitment
- ❖ Consideration
- ❖ Cooperation

- Staff are role models and have high expectations of themselves and all pupils
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils
- We expect pupils to make rapid and sustained progress in lessons
- We expect teachers to systematically check understanding, intervening when needed
- We expect pupils to be challenged and where appropriate individual needs to be met
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps

3. Teaching

We expect:

- Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject leads
- Staff to plan appropriately for all groups of children and access high quality resources (including our lowest 20%) to support children accessing our mastery curriculum.
- That every lesson has a clear Learning Objective (component to learning) which is explained to the class
- That all lessons demonstrate key elements of good Assessment for Learning practice
- Tasks are adapted to ensure that children explore, develop, practice new skills/ concepts and deepen their learning. This is in order to meet the aims of the learning objective (learning component).
- All learning objectives (learning components) achieved ensure the children are working towards their learning goal (composite goals).
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Staff to provide appropriate resources which support learning outcomes of our mastery curriculum. Thus deepening learning and understanding for the more able as well as ensure all pupils consistently achieve highly, particularly the most disadvantaged, lowest 20% and SEND pupils (See appendix 2)
- That all staff have high expectations of presentation, quality and quantity of work
- TA's are fully involved and active in lessons
- That all staff are familiar with the New City Teaching Timeline and use it to guide practice (**see Appendix 1**)

4. Learning

We expect:

- Pupils provide high levels of engagement, commitment and cooperation within learning time
- Pupils respond well to teachers and lessons proceed without interruption
- Pupils respond readily to tasks set, showing a willingness to focus and make good progress
- Work is sustained with a sense of commitment and enjoyment
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available
- Children are provided with the skills to evaluate and reflect on their own work and are encouraged to do this every lesson

5. Curriculum

Our Mastery curriculum is an ambitious curriculum that is designed to give all pupils, particularly disadvantaged pupils and those with SEND the knowledge and cultural capital they need to succeed in life. This is broad and balanced focusing on depth of learning and mastery of content. Our curriculum is designed to ensure that learning is sequenced and progressive across the year and across the school and continuously embeds opportunities for PSHE and SMSC. The work given to pupils is demanding and matches the aims of our curriculum stated above to ensure that pupils gain knowledge cumulatively through learning goals (composite goals).

We use a range of resources to support our curriculum:

Planning

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The Newham Agreed Syllabus for Religious Education
- The National Curriculum for computing is currently supported by the 'Rising Stars' scheme
- Schemes are also used to support work in Maths (Maths No Problem)
- Jolly phonics and Letters and Sounds to support the planning and delivery of phonics **Long Term Planning**
- Our 'Whole School Curriculum Overview' plots the content covered from Nursery to Year 6 for each individual year group and each curriculum area, this is broken down carefully with opportunities to promote mastery are available throughout
- The Overview ensures balance and progression across the school and identifies cross curricular links and opportunities for educational visits

Medium Term Planning

- Subject Leaders prepare medium term plans which further support teachers in the delivery of the curriculum so components to learning are clear and learning goals (composite goals) can be achieved.
- Knowledge Organisers support both staff and pupils with their learning journey to enable them to refer and build on prior learning and understand where their learning is heading. These knowledge organisers also support in recapping key knowledge and making connections for each topic which in turn supports in achieving composite goals within the various subjects taught.

Short Term Planning

- Teachers are responsible for producing weekly plans/lesson flipcharts/slides. Teachers are encouraged to work with year group partners and other stakeholders to ensure that planning is relevant to the children in their class.
- Teachers are expected to adapt their planning/ lesson flipcharts/ slides to address any misconceptions from previous lessons

- Assessments inform areas which need further input
- SLT and curriculum leads regularly monitor, give feedback and support teachers' planning process
- Knowledge organisers are referred to throughout teaching, so pupils are able to see where their learning has been and where it is going (composite goals).

Homework

As a school, we believe that homework instils good learning habits for life. It allows children to consolidate skills learnt in class; particularly in English and Maths as well as engaging and informing parents about children's current learning.

Homework is a daily requirement across the school and is set accordingly to phase groups and where appropriate for children with specific additional/ special education needs.

Please refer to the New City Homework Guidance document.

Remote Learning (in the event of school closure)

During emergency closure or due to unprecedented circumstances, support to encourage continued learning from home will be accessed primarily online via our school website:

<https://www.newcity.boleyntrust.org/information-for-parents/remote-learning-from-home>

In the event of a 'school closure' or your child having to possibly self-isolate, where possible, we do still expect our pupils to engage in learning every day.

Whilst being encouraged to read daily, suggested timetables, activities, and online resources alongside useful guides and policies will be made available to support children's learning from home.

As most learning will be accessed online, online safety is paramount (refer to online learning safety in our Computing and Safeguarding policy).

Digital devices can also be requested if needed. These will be assessed on a case by case basis.

For those families with no access to the internet, connectivity can be made possible where possible and home learning packs can be organised as requested and appropriate, but these will be dealt with on a case by case basis.

For additional information regarding remote learning please also refer to the following documents:

- The remote Learning Policy
- The remote Learning Strategy
- Computing Policy
- Safeguarding Policy
- FAQ for parents

All of which can be located on our school website: <https://www.newcity.boleyntrust.org/>

Reading

As a school we believe that the teaching of reading skills across the school and across the curriculum is of high importance. In order to deliver this, it is expected that:

- Reading is prioritised across the school to allow pupils access to the full curriculum offer.
- A culture of 'Pleasure for Reading' is encouraged and cultivated
- Each class has a reading area
- The school library is the focal point for the pupils and their families
- Reading is assessed to identify barriers to reading
- All pupils in KS1 and 2 take a reading book home that is changed weekly and reading logs are maintained.
- Enjoyment of reading is portrayed across the school through events, activities and day to day lessons
- Early reading is taught to ensure pupils use their phonics skills effectively to decode words

- Phonics skills are used across the school to ensure all pupils can decode words
- All subject leads ensure there are opportunities to read in their subjects and provide the key vocabulary to develop confidence and competence across the curriculum

Writing

Writing at New City is planned and taught to develop children as authors, taking ownership of their creative process. Children have the opportunity to explore and create a variety of outcomes and genres due to the rich variety of texts they are exposed to in lessons, chosen to appeal and engage to our pupils' interest. Throughout writing lessons, children are expected and encouraged to broaden and apply their vocabulary and the spelling and punctuation rules they have been taught. As a school, we aim to inspire and engage all pupils, including reluctant writers, through relevant and exciting lessons which are tailored to individual learning styles and needs.

It is expected that by the end of Year 6, children will:

- Be able to use joined legible handwriting.
- Spell words of three or more syllables.
- Express writing properly in sentences.
- Use a wider range of punctuation like paragraphs and speech marks accurately.
- Be able to spell key and polysyllabic words accurately and use in own writing.
- Plan and sequence creative and descriptive writing and formal letters.
- Use adjectives, adverbs, figurative language and other word classes.

Mathematics

Mathematic lessons that are planned and taught will promote the elements of fluency, problem solving and reasoning for children to achieve mastery. It is taught sequentially through a spiral curriculum across the school to ensure that pupils are able to apply their mathematical knowledge, concepts and procedures in their day to day.

At New City, we have adopted elements of the Singapore approach methods of teaching in order to embed the fundamental mathematical skills we want our Learners to achieve. The Concrete-Pictorial-Abstract (CPA) approach supports such learning, alongside embedding key skills required to achieve a mathematics mastery curriculum.

6. Assessment

As demonstrated from the teaching timeline, assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the on-going process of Assessment for Learning (AFL).

Assessment for Learning (AFL):

All lessons should contain these AFL elements:

At the planning stage

- Use assessments from the last lesson assessment related to success criteria and learning components - are children secure with their learning/ require reinforcement/ Peer / self-assessment?
- Generate open ended questions, adapt to assess understanding of the lowest 20% and more able to provide deepening of learning and understanding in the next lesson during the plenary
- Use information from marking - responses from children to teacher's comments

During the introduction

- If appropriate, spend time re-visiting feedback from the last lesson taught and/or the last piece of work marked
- Recap on previous learning - what did you learn in our last lesson? How will you create sticky knowledge?
- Share Learning objective (learning component) for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria - older children can generate their own — what will make this a good piece of work?

How will I know I have been successful in this lesson?

- Model the activity
- Use focussed questions to check understanding
- Ensure activities are engaging and varied

Main Activity

- Identify in the planning a single focus group to work with for the duration of the main activity – (Rotate this between groups during the week)
- Use mini plenaries for example to revisit components of learning (LO and Success Criteria) to share a good example- have they achieved all elements of the learning objective (learning component)? Address misconceptions promptly with targeted pupils
- Use ‘in the moment’ marking to move learners on by discussing with them their next steps – ensure at all times that the success criteria for the lesson is being met
- Consider extension activities to deepen learning further for those who complete early and also means for pupils to be independent/self-checking whilst the staff are working with focus group

Plenary

- Revisit Learning components (LO and Success criteria) — what have we been learning about today? Have we achieved the learning component (LO and success criteria)?
- Peer/ self- assessed work against learning component (LO and Success criteria) — make an improvement or address mistakes
- Use of Talk Partners

Feedback through Marking:

At New City, we believe that the marking of pupils’ work should provide excellent opportunities to ensure that pupils are well motivated, have good self-esteem and clear direction. Marking allows pupils to see the quality of their work and gives clear guidance for improvement and recognition of excellence. It is a powerful assessment tool and provides a diagnostic analysis of the level of the pupils’ understanding and achievements.

It is essential that marking is POSITIVE – when the work reflects the child’s best attempt, honest, up-to date and consistent. Teachers need to mark against specific learning components (Learning Objectives) and provide guidance on how pupils can be moved on to the next stage of development. Pupils should be given the opportunity to reflect upon the marking, respond to the comments and correct their work as part of the process.

Procedures and non-negotiables:

- The school has explicit rules that apply to all pieces of work (e.g. the date and the title must be underlined at the top of the page) and teachers will not accept the work unless these rules have been followed.
- Work must be marked in red pen and teacher’s comments should be presented to a high standard in line with the school’s whole school handwriting approach.
- Gold stars are to be used as a motivational device.
- Avoid negative marking, e.g. large red crosses and damaging comments.
- Responding to marking by the child is incorporated daily into lessons and encouraged across the school to aid with supporting, consolidating, accelerating and challenging learning. Children are expected to respond to teacher’s marking and responses as appropriate using green pen in KS2 and pencil in KS1.
- Where appropriate children may mark his or her own or another child’s work following the ground rules set. The teacher must always review this marking.
- Peer marking doesn’t replace the marking by the teacher.
- For one-to-one feedback discussions (teacher to pupil) to be effective, sufficient mutual trust must be established. It is a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the

next learning points.

- Teachers will draw arrows in margins after giving feedback to a child so they are then given an opportunity to up-level and respond to the verbal feedback given to them
- Specific comments should relate to the learning components (Learning Objectives) for the work and closing the gap comments (explicitly linked to session success criteria) should be given as next steps
- Some work may be marked on effort and presentation but focused work needs to be marked in more depth. Pupils should be clear about the focus of the work through reference to success criteria and understand what they need to do in order to improve
- Teacher comments should be in neat, presentable, legible handwriting as well as spelt correctly, setting an example to the children of the school's high expectations
- Children should be given the opportunity to improve their work
- Significant achievements need to be noted, recorded and rewarded
- Marking in foundation subjects and Science should reflect conceptual understanding rather than only language skills – again with explicit reference to success criteria linked to the learning component being taught with next steps for improvement
- Comments which give little or no guidance should be avoided, e.g. 'good', 'pleasing'
- Children should be encouraged to read comments written by the teacher and reflect upon them for future improvement – time can be set aside in follow-up sessions and prove an effective time in which to address misconceptions
- Certain pieces of work may be moderated, in line with the school's assessment calendar - to inform the pupils of their level of achievement and what they need to move on
- At New City, when we are marking a piece of pupils' work, we should be looking at:
 - Content in line with the session's success criteria (ensuring these components of learning lead to the achieving the learning goals (composite goals) set.
 - Presentation in line with the school's handwriting style and overall neatness
 - Independent learning

Marking should always be in line with the determined components of learning being taught (LO & SC)

When marking, teachers must use their professional judgement with regard to how many mistakes should be correct for individual children. Recurring errors should always be corrected with saturated marking being avoided to prevent damage to pupil self-esteem.

There must never be queues at the teachers' desk for marking. This is a total waste of time for the teacher and the children.

Aims:

We mark children's work and offer feedback in order to:

- Show that we value their work and have high expectations;
- Boost their self-esteem and aspirations
- Give them a clear general picture of how far they have come in their learning, and where the way ahead lies
- Offer them specific information on the extent to which they have met the component of learning (lesson objective, and/or the individual targets set for them);
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations
- Assess their understanding, and identify any misconceptions
- Provide a basis both for summative and for formative assessment
- Provide the on-going assessment that should inform our future lesson planning
- Provide a good role model of Handwriting (XCCW JoinedPC64Sa)

Feedback can be verbal, written or peer assessed:

Oral and written feedback

- Oral feedback should be carried out as often as possible especially for younger children
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- An honest balance of positive praise and constructive ways forward has to be achieved.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, add oral comments made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Marking will be done before the next lesson in that subject where possible.

Peer and self-assessment

- Teachers should aim to promote children's self-assessment by linking marking and feedback to engaging the child in his or her own learning. This includes sharing the components of learning (LOs and SCs) and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. For younger children, the more important it is that the feedback is oral and immediate.
- Feedback can be given through peer assessment.
- Children should always be given the opportunity to improve their work through self-analysis times at the end of the task or where appropriate.
- When children are self –assessing or reflecting on teacher's marking they should use pencil in KS1 and green pen in KS2

Intervention marking ('In the Moment Marking' ITMM)

Intervention marking forms a pivotal part of AFL. Through research-based knowledge and case studies conducted by Shirley Clarke, John Hattie and Dylan Williams, our whole school approach and purpose of ITMM should always aim to support, consolidate, accelerate and challenge.

Intervention marking...

- Ensures children's learning is deepened
- Supports children that are struggling
- Can inform the next lesson
- Should address misconceptions immediately
- Should be seen to have immediate impact
- Should be planned for; teachers can only offer tailored learning opportunities if adaptations through strategies such as support, resourcing and questioning are considered to deepen learning – intervention marking simply points to the next step (also refer to New City Lowest 20% toolkit - appendix 2)
- Should allow for some degree of flexibility
- Is also verbal (Particularly in EYFS, and earlier stages of KS1)

Intervention marking should intervene to...

Aim:	Example:
Support	This could refer to use of resources e.g. <i>Good try. Use a number-line/counters/dienes to help you.</i> <i>It will be easier if you write your numbers in squares like this.</i>
Consolidate	Not about giving another 10 questions. This is when a child may need a few more examples before he/she is ready to move on. The examples are tailored to the errors a child has made previously, after guidance has been given e.g. where zero is not being used correctly as a place holder. <i>A good try. Now try these and don't forget to use zero as your place holder.</i>

Accelerate	Through variation, lesson activities will be tiered and appropriately pitched to match the abilities in your class. Intervention marking may well just be moving the child on to the next tiered task. A comment might be: <i>Great! Now go on to question 6!</i> Or <i>Well done! Now try Red Chillies task!</i>
Deepen learning	This is a little different to simply moving the child onto the next tiered task. This is about turning the learning around and asking the children to put their learning into practice (working towards mastery!). <i>Good! How many ways can this be achieved?</i> <i>Great! How much change would you have if you had spent twice as much?</i>

Tracking Assessment at New City (Refer to Assessment guidance)

7. Target Setting

Ambitious targets are set for all year groups and teachers work towards their classes meeting the targets. Pupil progress meetings are held with class teachers and members of SLT once every half a term.

Each half term parents receive report cards which detail their child's progress, targets and next steps. An annual report is produced for parents in the spring term with parents evenings taking place once a term.

8. Monitoring and Review

Teaching and learning is monitored regularly by SLT and ELT by:

- The senior leadership team through teaching and learning observations
- The phase leaders during planned half termly book audits
- The subject leaders through planning and book audits
- Pupil Voice questionnaires and interviews
- Displays
- Parent questionnaires

This policy is updated on a regular basis, so that we can take account of the changing nature of our practice.

Please refer to the following policies:

- Assessment Guidance
- Homework Guidance
- English Policy
- Mathematics Policy
- EYFS Policy
- Curriculum overviews and medium term plan

Appendix 1

New City Teaching Timeline:

Intro 20 Mins	Introduce learning objective and success criteria	AFL Strategies Used Throughout (possible exit points for key groups,
	Direct teaching of new learning and Modelling (TA active participation with pupils)	
	Interactive strategies (think/rehearse/reflect)	

	Set out expectation for end of the session	independent or with TA support)
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Main activity 30 mins	Children reflect on previous learning and marking	AFL Strategies used throughout
	At least 30 minutes focused activity children are independent. The teacher continues to teach through focused groups. Intervention marking identifies next steps and mastery.	
	Mini- Plenary used within independent learning time to: make connections /address misconceptions & refine/ rehearse	

Plenary 10 mins	Address success criteria and learning within groups- who has achieved?	AFL Strategies used throughout
	Demonstrate depth when appropriate using application questions	
	Teacher evaluation next step-Where do we go from here?	

Appendix 2

Supporting learners to access components to learning:

New City Primary L20% Toolkit	
<ul style="list-style-type: none"> Recap expectations of learning <ul style="list-style-type: none"> Live Modelling Support or scaffold <ul style="list-style-type: none"> Questioning Key Vocabulary Feedback (ITMM) 	
New City	What it looks like
1. Recap expectations of learning	<ul style="list-style-type: none"> Working behaviours Presentation Explanation of outcomes from task – set the bigger picture Planned independent learning time

2. Live Modelling	<ul style="list-style-type: none"> Designed to break down the composite goal even further. Chn need to see the process e.g. model thinking/ writing process, model additional examples; Use pictorials/diagrams where needed; Use
3. Support or Scaffold	<ul style="list-style-type: none"> For those who need smaller steps to reach mastery. Additional adult should be utilised to support independent thinking and model similarly to the teacher where needed or know how best to break down composite goals even further as required; C-P-A; images; Colourful semantics; sentence stems/starters to encourage independent thoughts and outcomes.
4. Questioning	<ul style="list-style-type: none"> These may need to be varied and pitched appropriately to ensure chn can access the learning.
5. Key Vocabulary	<ul style="list-style-type: none"> Key vocabulary especially those that are more technical and subject specific should be made readily available for children to access - word banks
6. Feedback (ITMM)	<ul style="list-style-type: none"> Supports 1:1 conferencing and giving immediate feedback.

SEND Support Toolkit New City

- Am I adapting the curriculum in order for them to access learning?
 - Is my first quality teaching inclusive for all children?
- Does my planning for my SEND children overcome barriers to needs?

Planning Tasks / Non- Negotiables

New City	What it looks like
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Break planning down to the very key facts	<ul style="list-style-type: none"> • Simplify by using keywords. • Going backwards through a task you have already planned for others.
Make it meaningful for the child	<ul style="list-style-type: none"> • What could they learn that is valuable? • Which vocabulary is most relevant to everyday living?
Make the learning accessible.	<ul style="list-style-type: none"> • Simple language • Use of technology • Visual support and visual strategies • Concrete objects, and objects of reference • Incorporate sensory experiences • Different learners' different styles • If available how will you use your TA?
Set a task – Think about developing a skill	<ul style="list-style-type: none"> • Cut and stick pictures • 3D activities such as making a dice • Matching – to differentiate between different pictures • Sequencing – ordering • Underwriting- fine motor • Puzzle pictures- problem solving • Photographs- connect and link to experience • Real activity- instructions/ make the 'sandwich' practically
What can you do to support a task?	<ul style="list-style-type: none"> • Picture and symbol sheets • Colourful semantic prompts • Objects of reference/ hands on resources • Spellings/ key words/ word banks • Model sentence stems • Pictures /photos • Groupings/ pair share • Maths– maths resource packs • Prompting grids: punctuation pyramid, grammar grid • Choice grids: • Doing activities: role play, science, exploration learning walk

Tips for planning Tasks

English	<ul style="list-style-type: none"> • Colourful Semantics • Using objects and pictures to create short sentences using colourful semantics • Group story writing. - end result to go in books • Brainstorming for writing. • Modelled writing • Make up stories using a storyboard. • Always use colourful semantics as a base to work from. • Remember tasks should be simple, instructional and achievable. • Repetition is also allowed as children need to overlearn to gain skills. • Strip back and keep it simple. The need to be able to tell you what they have done or what they are doing is key.
Maths	<ul style="list-style-type: none"> • ALWAYS have concrete objects available!! Easier to let them have a bag/ wallet each with all the possible resources they could use to help them with their work. • Visual representation. • Keep it simple and easy to follow step by step instructions. • Allow for adults to draw in diagrams or where needed for kids to complete.
Science	<ul style="list-style-type: none"> • Allow the adult to draw diagrams and 'difficult' templates. • Again, always keep it very simple for these groups. • Use symbols, pictures, word banks with pictures • Make it practical and relevant • USE concrete objects where possible • Technology and video clips
RE & PSHE	<ul style="list-style-type: none"> • When you plan for your SEND focus group, again keep it very, very simple. RE is abstract and therefore the ideas need to be simplified to what is functional for them in their everyday life. • Aim to plan activities that are on EYFS/ KS1 level. • Use the website below. Or your own creative ideas. <p>· https://www.reonline.org.uk/teaching-resources/</p> <p>· https://www.natre.org.uk/resources/</p> <p>· https://www.primaryresources.co.uk/re/re.htm</p> <p>· https://www.pshe-association.org.uk/content/send-hub</p>

Humanities	<ul style="list-style-type: none"> • Be really creative with this one. • Again, evidence can be photographic in books. • Group work is also good with photographic evidence of the process of learning. • Children need to be able to talk to you through what they do (conversational partner, then you know they are at the right level. • Where activities can be linked to the topic, make use of visuals regarding the topic • Timelines should be about themselves • Remember for many children with SEND time is too abstract. • Again, must be related to their own experiences in terms of 'history' – based on them • History with a 'nice' story can be sequenced with pictures or storyboards as with English. • Diagrams, timelines, age and level appropriate with them in mind – adult to draw in books.
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EAL Support Toolkit New City

New starter – Complete Baseline Assessment booklet

Provide English Starter booklet

Use of technology to support understanding

It is not useful for the children to be copying words and paragraphs that they do not understand

Gradually reduce the amount of scaffolding until the child no longer needs as much support

Provide iPad all the time for translation option

REMEMBER – REPETITION IS THE KEY TO SUCCESS

New City	What it looks like
Buddy Up	<p>If a pupil is learning English as an additional language, you could 'buddy' them with a strong speaker and listener. This could be part of an induction programme, for specific activities such as group work or extended writing, or as an on-going strategy.</p>

Images	Supplement writing with worksheets etc. with images. Google images provides a quick and easy means to find suitable pictures. Images could be labelled with single words and then extended to simple phrases and sentences.
Word banks	Make word banks and use each word in a simple sentence. Use word banks to complete 'missing word' sentences supported by images or symbols
Create a sentence with repetition	<p>Extend sentence by adding adjectives and pronouns.</p> <p>This is a ball.</p> <p>It is blue.</p> <p>It is a blue ball.</p> <p>This is a boy.</p> <p>He is little.</p> <p>He is a little boy.</p>
Jumbled sentences	Write the sentence on paper. Cut it up and ask the child to put it back together.
Repetitive language	<p>Repeat a sentence and change the verb or pronoun.</p> <p>They are playing.</p> <p>They are listening.</p> <p>She is running.</p>
Sentence openers, writing frames	<p>Early one morning, thesun</p> <p>Here is a</p> <p>These are</p>
Rehearsal	<p>Suggest to the pupil that you will come to them for an answer. (Measure confidence first)</p> <p>Ask them in the interim to orally rehearse these with a (helpful) peer or buddy.</p>

1. Closed question – Yes/ No
2. Open -start with choices if struggling.

Use sentence tables

For example: Year 1 - The Night Pirate Story

Tom	is	sleeping	in	the bed
The girl	was	listening	on	the house
The pirates	were	watching	up	the street
		climbing		the ship
		sailing		

KS2 – Predicting outcomes – sentence table

1. Predicting

We think	candles butter margarine ice cheese chocolate	will melt	in	cold cool warm hot boiling	water
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Use sentence tables

As an example, you may want your pupil to describe the main characters in a story.

A **simple sentence table** could provide the opportunity for the pupil to create sentences independently, using the same writing frame:

The	boy	is	big	eyes
A	girl		small	nose
He	cat		yellow	hair
She	house	has	red	windows
It			glass	

**KS2- Graphic
organisers**



Green	Root	Vegetables
Orange	Leaf	
Yellow	Flowering	

From this example, the pupil can build sentences using key words related to the topic.

Initially, while the amount of known words is limited, use these methods to help build knowledge and vocabulary.

Cloze activity

Introduce the text in its entirety, reading through together. Then omit chosen words from the text and ask the child to fill in the gaps, e.g:

Mary Secole was born in Jamaica, an island in the Caribbean, in 1805. Her father was a soldier from Scotland and her mother was a slave from Africa. As a young girl, she helped her mother treat soldiers using local plants as medicines.

Marywasin....., an..... in the, in Her was a from and her was a from As a girl, she her treat using as