

**THE MILL PRIMARY ACADEMY**



# Curriculum Principles

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November 2017

Implementation: September 2016

Our core principles:

**Community**

**Identity**

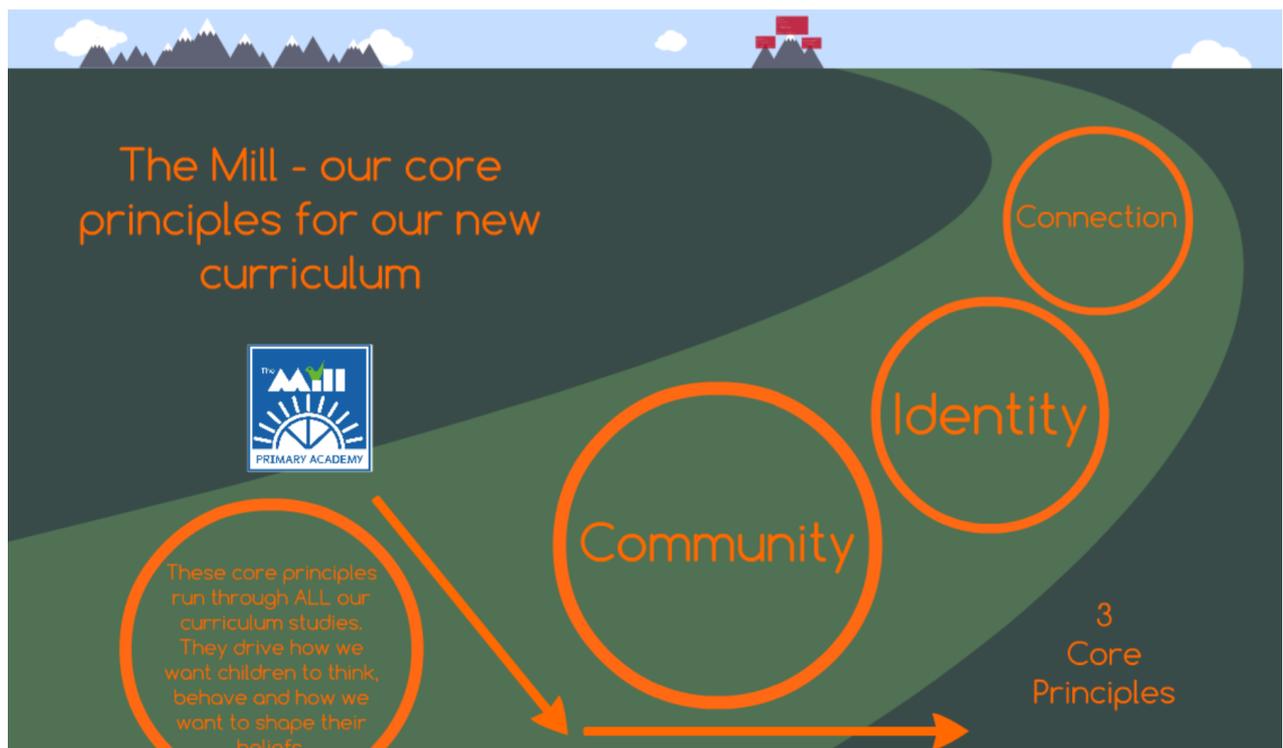
**Connection**

Our school values:

**Practice**

**Optimism**

**Persevere**



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**THE MILL PRIMARY ACADEMY****CURRICULUM PRINCIPLES****Core principles**

These core principles run through our school in all our curriculum studies. They drive how we want our children to think, behave and how we want to shape their beliefs.

**THESE ARE THE BIG QUESTIONS . . .****Community**

What community have I grown up in?  
What family community do I have?  
How do I contribute to the school as a community?  
How can I contribute to the wider community?  
What creates a community?

What type of community do I want to help create and what do I do in it?

**Identity**

Who am I?  
What do I believe?  
What makes me, me?  
Where do I get my beliefs?

What type of person do I want to be?

**Connection**

How am I connected to the location of where I am living?  
How am I connected to people around me?  
How do I connect to other people?  
How do I connect my beliefs to my role in the world?

What connections do I want to make and hold on to?

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**THE MILL PRIMARY ACADEMY**

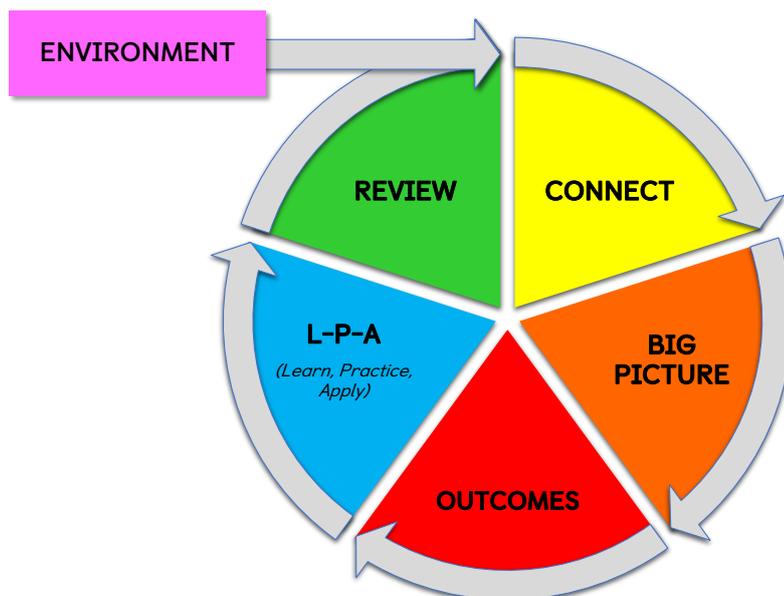
# TEACHING AND LEARNING PRINCIPLES

ACCELERATED LEARNING

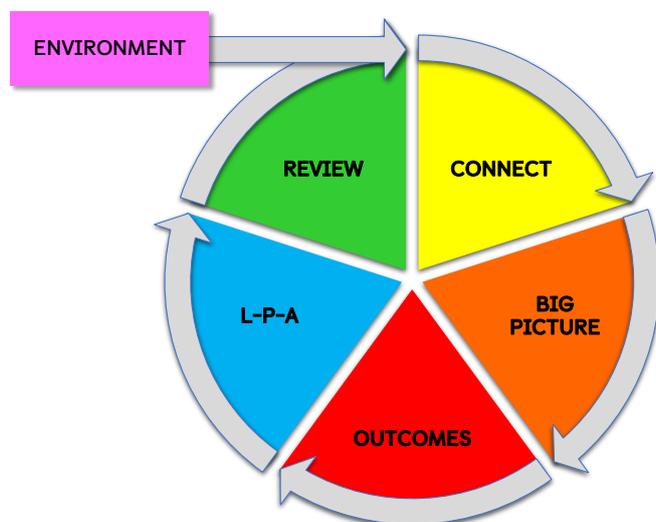
<http://bit.ly/2bVbiQR> (open.edu)



**THE MILL PEDAGOGY  
ACCELERATED LEARNING CYCLE**



**THE MILL PEDAGOGY  
ACCELERATED LEARNING CYCLE**



**ENVIRONMENT: Stimulating, supportive, celebrates**

- Big Picture displayed
- Current Maths unit working wall
- Current T4W washing lines
- Inclusive

**CONNECT: Link to previous learning**

- Whiteboard recap
- Question and discussion
- Odd one out

**BIG PICTURE: End of unit outcomes and real life purpose**

- Discuss and share the big picture learning journey
- Refer back to displayed learning journey

**OUTCOMES: Steps to meet big picture outcomes**

- Clear WIL and HTBS/Toolkit expectations
- Model of excellence

**L-P-A: Learn, practice and apply**

- Teaching input
- Children practice new learning
- Apply new knowledge or skills

**REVIEW: Retain, recall and reflect**

- Child led review of their learning - verbal or written
- Use question stems as a prompt

# PROFESSIONAL DEVELOPMENT PROGRAMME OFFER

All staff are entitled to a quality professional development offer.

Our professional development is matched to the needs of the school and is detailed in our year planner booklet.

Our Induction policy should be followed for all staff.

ALL TEACHERS SHOULD HAVE THESE IN PLACE:

Please ensure you have these and if not please talk to Chris Lane.

If it says **Mill** next to it we have particular ways of displaying these.

To support the organisation and use of these SMT will check all of these in SEPTEMBER, JANUARY AND MARCH.

## Pupils

1. School council
2. Room 13
3. Eco monitors
4. Houses

## Folders

1. Planning/curriculum
2. Assessment folder
3. Inclusion folder
4. Home reading folder

## Equipment

1. Laptop - numbered and logged
2. Ipad - numbered and logged

## In class

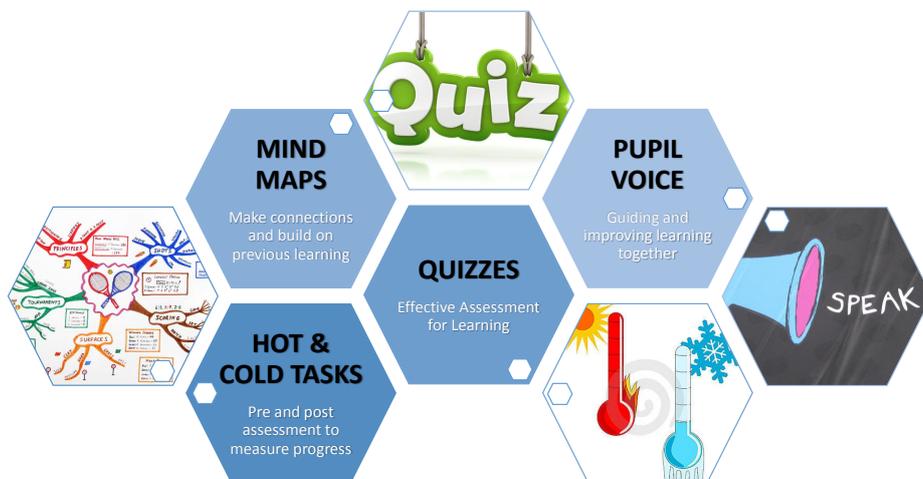
SEN parent information leaflet  
 Trays labelled MILL  
 Language of term MILL  
 EAL leaflet class MILL

Visual timetable MILL      Behaviour poster MILL  
 Visual timetable individual child MILL  
 Door sign MILL

Buff paper  
 Bilingual dictionaries  
 Vocabulary labels



THE MILL PEDAGOGY  
 TOOLS AND TECHNIQUES



## Teaching principles

There are some teaching principles of 'good' practice that we believe are key. These principles will be seen in classes of good and outstanding teachers and teaching assistants. The headlines are here, more details are available from SMT, leadership and other good Dr Google sites....

### 1. Talk partners

(search for Shirley Clarke on google) <http://bit.ly/2bY8uqy>  
regularly changed by the teacher  
chosen randomly

### 2. Good questioning

(see Jamieleeclarke's teaching blog for Bloom's taxonomy) <http://bit.ly/2bIYSOL>  
by teachers and teaching assistants  
progression of questioning  
need to move learning on and adapt to responses

### 3. Modelling

clear demonstration  
can be broken in to 'reveal' steps

### 4. Random generation of responses

(Read Dylan Wiliam's *Inside the Black Box* leaflet) <http://bit.ly/1qKiHoP>  
lollipop sticks  
random hat (ICT tool)  
other no hands strategies

### 5. Helicopter approach mixed with individual and group teaching

in order to assess and know when to move learning on teachers and teaching assistants need to use a variety of monitoring techniques of all children in class in order to judge how to move learning on; when to share children's successes/ideas; who to support or re-teach later in the day

### 6. Use of our peri-o-meter -

use the language of the peri-ometer in order for children to see and talk about the level of challenge in work.  
children can self-select to challenge themselves or can be directed



### 7. Teaching assistant does not always work with SEN children

the children who need the most help need the teacher (the one who is the best qualified, in most instances). Ideally teaching assistants could be used to reteach children who need additional input or pre-teach children who would benefit.

### 8. Routines and resources

we all benefit from a routine; familiarity takes away some of the fear and worry.

ensuring all children have the right resources all the time takes skill, practise and time but is vital.

## Behaviour management

1. We expect to see positive behaviour reinforced and children praised, roughly looking at 5 positives for every 1 negative.
  2. We expect to see positive names on display as well as any warnings (see above).
  3. Some children will need an individual tailored strategy for behaviour.
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## NQT Offer

We believe, alongside the offer of TKAT training and support, the following activities, once completed, will enable our NQTs to make exceptional progress. All activities below must be completed by NQTs. NQTs need to take responsibility for arranging the items on the list, asking SMT for support. Evidence of asking for support where needed is recommended.

Our hints and tips in asking for support:

1. Written emails are good written evidence.
2. If at first you don't succeed try and try again. We would only credit you for showing persistence.
3. If you find that support is not forthcoming from your line manager/colleague or mentor then please 'bump' it up the chain.
4. We see asking for help a real strength and, in this profession, it is not something you can underestimate the importance of.

The following list should be completed in your NQT time and is up to **you** to arrange.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Observe behaviour management in 2 other classes (20 minutes max each)	Target Tracker training -		Target Tracker training -		Target Tracker training -
Observe Maths - Chris Clarke	Planning for higher ability - Andy Fenton				
Observe T4W - Stina Dale	Planning for EAL - Emma Gordon	Organise NQT Crawley meet (jointly)	Joint display on topic needed by school	Joint display on topic needed by school	Working towards next year - interests?
Observe Phonics session RWI	Planning for SEN - Kim Harper	Parent conversations - observe Sophie		Organise Mill staff event	
Meet Kim Harper re SEN	Plan and deliver in other class	Plan and deliver in other class	Individual child monitor in Y1/Y2/Y6	Observe teacher in other school	
Meet Sophie Gosden - TT	Observe in other TKAT school	EYFS observe and gather observation of children			

RWI - Read/Write Inc, Scheme by Ruth Miskin, TT - Target Tracker, Plan and deliver in other class - plan and deliver in SMT class observed by SMT member, Individual child monitor - ask for a child in Y1 (phonics), Y2,Y6 (SATs) to meet weekly and discuss work and next steps, T4W - Talk 4 writing

After each observation we expect you to fill in a simple self assessment stating what you have observed, what you will put in to place and how we would monitor you to see if that has been actioned. Every teacher is expected to visit one other school for one day and fill in a self reflection sheet.

### Professional Development Offer

Every teacher in NQT + 1 is expected to work towards a 'badge' either individually or in teams. Eco Schools, Sports badge, International Award, Artsmark. 3 days supply can be taken through the year for this work either in half days or full days.

### TALK FOR WRITING

All teachers and teaching assistants can visit Front Lawn Primary Academy as part of their professional development to see Talk 4 Writing in action in an accredited school. All staff have the opportunity to attend INSET training on T4W either at The Mill or Front Lawn or an alternative venue. Please ask if you feel you would like to take advantage of this.

### READ/WRITE INC

All staff have an opportunity to attend Read/Write Inc training either in house or at an alternative venue. As a school we buy in to regular development days to develop/monitor and enhance our practice. We are currently an accredited school and wish to maintain that status.

### STAFF MEETINGS

All staff are expected to attend ALL INSET days and will be paid if their work time does not fall on that day. All teaching assistants are welcome to attend teacher staff meetings for which the programme is published in advance.

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## CURRICULUM UNITS – THEME WEEK

### Induction

Each class is named after an artist. The first two weeks include activities introducing the artist to the class and incorporating our curriculum themes.

### Theme weeks

Every year we run theme weeks for the whole school; every class responds to the theme and produces work for a 'progression corridor' display and for parents to see in an open week following the theme.

- **Art/Writing Week:**

Every teacher chooses a piece of art and bases the curriculum on that. Each child produces a piece of writing to go on display by the end of the week.

- **Geography.Link School/International Week:**

Every year group compares Crawley/UK culture with another country/countries. e.g. Is food better in Nepal or England?

- **Science Week**

Each year group will investigate and discuss questions that are open for judgement and discussion. e.g. What is the best chocolate?

- **Being Safe Week**

Each year group will focus on how to be safe – themed around a giant/alien/other visitor etc.

TERM		Art/Writing	Geography Week	Science Week
1	Induction			
2		First week back		
4			2nd/3rd week back	
5	Being safe week			
6				2nd/3rd from last week

### Over the year our curriculum units will include:

- Parent engagement event
- Trips
- Charity event/entrepreneurship
- Class assembly
- Work with/ show /audience of another year group

Literacy and numeracy lessons need to take place every day. Reinforced skills **MUST** be referred to in other lessons.

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# CURRICULUM UNITS - OUR UNITS

## Curriculum Units:

1. Room 13
2. Games, including one card game
3. Farming and animals
4. Drama/musicality

## Room 13

Room 13 is our student run art based studio. Each year group should run a 6 week brief on the principles of Room 13 (independence, entrepreneurship, persevering with a piece of work) using the skills they develop in Room 13.

## Games, including one card game

Family is important to our philosophy, as is the tradition of card playing and sharing games with families. In one term every year children will share games or learn a game and we will encourage them to play games with others.

## Farming and animals

We have animals at The Mill. The animals help to teach children about care of other living things; respect, empathy; food and food chains and of course natural resources.

## Drama/Musicality

We believe that each child should experience and explore the skills and talents that sometimes remain hidden and untapped. We also believe that these subjects in particular teach skills that explore character traits such as self-expression and self-belief that go to the core of Identity.

Some principles that underline our planning:

- Defined outcome

Every unit has an outcome that is defined. We want children to know what they are working towards and it needs to be a 'real world' purpose. We believe that, given the outcome, children will be creative with their learning in achieving the outcome.

- Don't be scared to be wrong

Every teacher is a professional and is an expert in learning. They are the people to trust when it comes to making sure that children make and demonstrate progress. If planning doesn't work, then it needs to be changed; if lessons don't work then they need to be adjusted. Planning is the framework, not the script. We walk the walk on getting things wrong - we learn from mistakes and sometimes it is good to be scared.

- Start from what the children need to learn, not what should I be teaching

We are taking the freedom given (see our video) from being a 'good' school and an academy in choosing our own curriculum. We are aware that there still needs to be subject coverage over the year, a balance of subjects across the year and particular emphasis on linking writing, maths and science to the week's learning. Practice of those skills and linking the Big Picture learning are key elements of Mill Teaching.

- 3 pieces of work in topic books every half term

We are monitoring work through topic books and expect at least 3 pieces of **quality** work in topic books for each half term.

- Freedom to innovate

Planning will be reviewed and reflected on, we want to see what works. There is freedom to take calculated risk as long as the key questions are asked:

What are children learning? What progress are children making? What is the impact on the learning and progress of carrying out this?

- Each unit is made of key lessons and other lessons will need to be taught

We expect planning to be annotated to show reflections and planning discussions have taken place, from looking at children's learning.

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## Whole school theme weeks timetable

TERM	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Induction Identity						
2	Art/Writing						
3							
4	Geography week						
5	Being safe week						
6	Science week						

Induction Identity week - classes are expected to plan a unit based on their artist name for the class. The unit lasts the first two weeks and children will be expected to comment on their artist and art produced by their artist as well as forming an **identity** as a class.

Art/Writing week - Each teacher needs to choose a piece of artwork to base one-two weeks of work on. The outcome is a piece of writing that will result in the best writing being on display in the progression corridor (near the staffroom). The expectation is that children get to draft, redraft, redraft and then produce in best a piece of writing of which they are very proud. Other work/lessons can take place, the freedom is the teacher's. The artwork (copy of) needs to be chosen and bought/ordered in advance.

Geography week - each year we will give a whole school theme for work that goes on display. Themes have been comparison based. e.g. is dancing better in Nepal or England? Last year the theme for the week focused on Nepal.

Being safe week - last year a 'giant' visited us and clues were found. Each year group chose appropriate learning - from how to make friends if you are different to how to be safe online.

Science week - this has linked with Environmental studies in the past but has focused particularly on creating experiments through discussion and 'steering' where appropriate. Topics have included - 'What chocolate makes the best biscuit?' The results have been put on to displays.

## Whole school planning timetable

TERM	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Drama/M Nursery Rhymes	Drama/M Songs for our school	Farming Pond studies/ woodland	Games Traditional	RM13 Animation for Year 1 Phonics	Drama/M Mary Poppins - family	RM13 Xmas fair/ portraits
2	Drama/M Nursery Rhymes		Games - What games did people play?	Farming - Organic foods and designing festival menus			Drama/M Shakespeare
3	RM13 Texture and Pattern	Games - Sharing Games		RM13 Art inspired Maths exhibition	Games - Games Master	Farming - fair trade and farming around the world	Farming - sustainable living
4	Games - Sharing Games	Farming Farm to table	RM13 Books and Printing illustrations /front cover		Farming - farming through the ages		Farming - sustainable living
5	Farming - Caring for animals	RM13 Shadow Puppets and story telling	Drama/M Tangled - community maps	Drama/M Lion King, community display	Drama/M Shrek - Mr and Mrs!	Games - Ageing population	SATS
6						RM13 Identity/ Hindleap/ portraits Big art	Games Dragons Den

### RECEPTION

**Drama/music** - Nursery Rhymes CD - we wanted to produce a CD for parents to buy of children saying traditional nursery rhymes. We have thought that possibilities could include producing a front cover to put in to an old CD case as well as recording the nursery rhymes and then putting on a CD. We have put it in terms 1 and 2 so that you can stretch out the amount of time if you want to.

**Room 13** - Texture and pattern - this unit was about finding textures and patterns in the school and the grounds within the school. We would like it to end up in a maths treasure hunt (perhaps a series of photos that children need to find with clues read by parents) to involve the parents possibly with their child, possibly with some older guides to help.

**Games** - Learning to play - the games unit is about sharing games and building up towards a games sharing afternoon with friends and families.

**Farming** - Caring for animals - understanding about sharing and caring for animals - ending up with a class book for our new Reception children to use when they come in on transition.

## YEAR 1

**Drama/music** - Songs for school - we wanted to produce a CD for parents to buy of children singing. The focus for the singing needs to be story songs (Reception are doing Nursery rhymes), they may be reciting poems or made up songs.

**Room 13** - Shadow puppets and story telling - the end outcome should be a show of the shadow puppets. What we had thought would be a good idea would be to make story sacks for after school club to use which had stories and puppets in.

**Games** - Taking turns - the games unit is about sharing games and building up towards a games sharing afternoon with friends and families.

**Farming** - Farm to table - about healthy eating and where food comes from. The outcome would be to cook a meal for parents or to create a recipe in order for parents to cook at home.

## YEAR 2

**Drama/music** - Tangled Community Unit - we want to explore the idea of Community through the film Tangled. The outcome should be a community map to exhibit in the local library or community centre. It needs to explore what is in the community (of the school, of Ifield, of Crawley) and include discussion around what do we want these maps to show. Think about the **geography** skills needed for maps and there is possibility for touching on how the population has changed over time.

**Room 13** - Story book - this unit was a driver for narrative writing. We wanted children to produce their own book (it can be made) with an emphasis on using printing skills to make a front cover and illustrations for the story. Think about the art skills needed for printing.

**Games** - What games did people play? - The outcome for this unit is card games - the outcome was to play cards with family and it should include cards being played at home with a pack we give them.

**Farming** - Pond studies - understanding about the wildlife around our pond and in it. The outcome for the unit is to make signs and to include classification of animals. It could be made into a wood walk around the Mill, exploring an information centre idea.

## YEAR 3

**Drama/music** - Lion King Community Unit - this should be about community and family in other countries, exploring the identity and roles and responsibilities. This should end up in job descriptions for leadership roles within the school and how they would interview for positions of leadership - what qualities would they need. This year group could then be in charge of electing house captains.

**Room 13** - Art inspired maths exhibition - We wanted children to explore maths in art. It needs to be deeper exploration than drawing Kandinsky shapes for example. The maths needs to be thought about and discussed and we would hope that a real depth to the maths came through. The outcome should be an exhibition of the art work for parents. It may be an exhibition showing maths in famous art work as well.

**Games** - Traditional games - The outcome for this unit is to go in to Year 1 and Manor Green and play games with those children, producing a games box full of different games for them to play with. This is about community and interpersonal skills.

**Farming** - Food used in celebration - we would like children to look at organising food for different events and festivals through the year. We would like children to design a RE menu book celebrating different festivals and the commonality of food used in celebrations in different cultures.

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## YEAR 4

**Drama/music** - Shrek Identity Unit - we want you to explore identity through the use of the Shrek film. We would like the outcome to be a Mr and Mrs style quiz show (google it if you are too young!) where parents are asked questions about their child. It may be that they are asked which of these character descriptions do you think your child has written? etc. We were imagining that a few choice children and parents would take part in the quiz whilst every child would have their own quiz to take home and play.

**Room 13** - Animation for Y1 - we would like to support Year 1 in learning their phonics, particularly blending and segmenting and the use of monster words. We need children to explore how to market their phonics animation, and how they are going to explain the best way to use it. This may require market research and writing of reviews of things already in place.

**Games** - Games master - Looking at games across the world, focusing on different continents. The outcome for this unit is to design a games tournament which parents are invited to.

**Farming** - Farming through the ages - looking at civilisations and inventions (focus on **history** skills particularly primary and secondary evidence). Producing 3 sketches each showing the learning they have discovered in a horrible histories type way, with a focus on **history** skills. This can then go on to the school website.

## YEAR 5

**Drama/music** - Mary Poppins Connections Unit - we want to use the film to explore what your family unit looks like. Is the film about the dad? (YES) what is the relationship of Mary Poppins to the family, is she always kind? How does Bert fit in to the family. We think it opens up possibilities for exploring children's families, conventional and otherwise. Who would they map out in their family and can they explain why and who they are, what their connection is to that person? We thought possible outcomes could be a family tree, beautifully illustrated, showing existing family or a photo portrait achieved through drama i.e. this is my family, you're going to be the uncle and you need to stand here, playing tennis; I'll be mum and I'll be ... etc. Either of these could be framed and then explained with a piece of writing and could make a lovely display to then be taken down next year - the current portraits could go to the children who would then be in Year 6.

**Room 13** - Big Art Portraits Identity Unit - this unit was using a trip to Hindleap or equivalent, in order to explore who the children really are and how their identity is beginning to shape. We have thought that the portraits could be a hall art exhibit which would stay up through the next year. Ideas could be creating their own portrait in a style of an artist or using outlines of their profile (use old projection of light onto paper) they could write, draw inside. They should also write an explanation of who they are and core values they want to hold on to throughout their Year 6 and into secondary school. This should also be part of a display to keep until it is replaced next year.

**Games** - Ageing population - The idea of this is to make connections with the older generation, using a local nursing home to visit.

**Farming** - Fair trade - We would like children to be aware of fair-trade and to organise a fair-trade week. Trying to get the 'fair aware' school award.

## YEAR 6

**Drama/music** - Shakespeare Unit - we want to explore Shakespeare as a story teller. The suggested plays to look at are MacBeth and Midsummer Night Dream. We thought an outcome could be an assembly. There will be obvious links to **history** and tudor times as well as trip to The Globe (but you would need to book very early).

**Room 13** - Christmas fair - we would like year 6 to organise our Christmas fair. They would not need to come up with all the stalls as the PTA could do that but they could write invites to parents; design an advert for a local paper; write a persuasive letter to firms asking for donations; write a business plan for the Christmas fair, discussing tickets to shows for Christmas and a letter to parents explaining why we are charging for productions.

**Games** - Dragon Den - The outcome for this unit is to produce a game that can be presented at the Dragon's Den.

**Farming** - Sustainable living - the idea behind the unit is to look at sustainable resources and Eco schools award. The unit will include maths monitoring of meters and could involve persuasive or informative writing about electricity usage, photocopier usage, recycling lunch rubbish. There are a lot of ways in which their writing could be framed and used as a reminder about our 'green' duties.

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## ART CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Drama/Music Songs of our school		Games Taking turns	Farming Farm to table	Room 13 Shadow puppets/story telling	
	<b>Textiles</b> Woven flags – to wave Basic weaving –plain weave Scraps of material. Whole body wearing – in and out/over and under. Recycled materials/ natural environment.	<b>Paint</b> Primary colours Applying paint in different ways (brushes/twigs/ fingers/sponges) Texture- mixing in sand/glue/hay. Mondrian/ Kandinsky	<b>Drawing</b> Self-Portraits – identity Shape/Line Drawing with eyes closed. Sketch pencils/ pastels Self-portraits- Picasso	<b>Printing</b> Printing with vegetables/fruit/ leaves	<b>Sculpture</b> Clay – simple mark making and impressions in clay/hand printing. Draw around their shadows?	<b>Collage</b> Using natural collages/ outside nature to create a picture – e.g. leaves/sticks/ etc...
Y2	Farming Pond study/woodlands	Games What games did people play?		Room 13 Books/printing/ illustrations/ front cover	Drama/Music Tangled – community maps	
	<b>Paint</b> Pointillism/colour Mixing colours from primary Pointillism – cotton buds George Seurat	<b>Sculpture</b> Recycled materials – building a sculpture from recycled materials	<b>Weaving</b> Plain weaving. Warp/weft – more detail. Paper/fabric/ materials. Landscape – colours	<b>Drawing</b> Shape/Line/ Texture Shading and pressure with the pencil on paper. Sketch pencils/ possibly charcoal? Objects/still life	<b>Printing</b> String printing	<b>COLLAGE</b> Paper tearing/ cutting Layering to create a simple image.
Y3	Games Traditional games	Farming Organic foods and designing meals	Room 13 Art inspired maths exhibition		Drama/Music Lion King – community display	
	<b>Painting</b> Watercolour Colour wheel – Water colours Artists – Hokusai/ William Sommer/ Georgia O'Keefe/ Hokney	<b>Drawing</b> Food/ environment/ nature/animals Texture/Pattern Tone/Shadow Looking at objects in more detail. Sketching pencils	<b>Collage</b> Mixed media – collage with another media	<b>Sculpture</b> Clay pots – Roman/Greek Clay – pinch pot/ sculpture/object Slip joining method Coiled effect.	<b>Textiles</b> Felting – animal fur/patterns	<b>Printing</b> Mono-printing Topic choice
Y4	Room 13 Animation for year 1 phonics		Games Master	Farming Farming through the ages	Drama/music Shrek – Mr and Mrs	
	<b>Painting</b> Impressionism Visual elements to create images Monet/Cezanne	<b>Printing</b> Relief printing	<b>Drawing</b> Pattern and texture Zooming into an object's surface – view finders etc... Final piece – looking at one object, zoom in on different sections and draw. Create a final piece using $\frac{3}{4}$ sketches of different sections. Depth drawing – view finders	<b>Textiles</b> Dying material Tie-dye Natural dye – onion skins	<b>Sculpture</b> Papier-mâché – Shrek masks	<b>Collage</b> Paper quilling Open to topic choice. – Make paper quill in picture box/ frames to decorate the school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	Drama/Music Mary Poppins/Family		Farming Fair trade farming around the world		Games Aging population	Room 13 Identity- hind leap/portraits/ big art
	<b>Painting</b> Texture with the brush/technique with the brush. Refining brush control. Fauvism Andre Derain Matisse Maurice de Vlaminck	<b>Wire</b> Open to topic choice -	<b>Printing</b> Stencils/ typography - statement/social wording (Fairtrade)	<b>Collage</b> <b>Open to topic choice/Janey to bring in book.</b>	<b>Textiles</b> Sewing Create a product to sell/ young enterprise.	<b>Drawing</b> Whole sketches - landscapes/ self-portraits.
Y6	Room 13 Xmas fair - portraits	Drama/Music Shakespeare	Farming Sustainable living	Farming Sustainable living	Games Dragons den	
	<b>Printing</b> Screen printing Andy Warhol	<b>Drawing</b> Drawing for a purpose. Looking at historical, personal feelings. Lowry Leonardo Da Vinci.  Renaissance	<b>Textiles</b> Batik - create a design.	<b>Painting</b> Further refining brush technique. Landscapes.  Surrealism Dali Rene Magritte	<b>Collage</b> Mixed media - social aspect - magazines/ newspapers. Creating a mood board for a topic of their choice.	<b>Sculpture</b> Using clay as a cast- plaster of Paris.

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## Teaching and learning – Appendix

### Engagement strategies

#### No hands up, except to ask a question

If the aim of questioning is to help the teacher find out what the students know, it makes little sense to select a respondent from the volunteers, because generally, students only raise their hands when they are confident they have the correct answer. Instead, if the teacher is asking the question, students should be given time to think about the question, and then it should be the teacher who selects the student or students to respond, at random.

#### Focus on the reaction of the students—not the feedback

The only thing that matters with feedback is the reaction of the recipient. That's it. Feedback, no matter how well designed, that is not acted upon by the student is a waste of time.

This may seem obvious, but hundreds of researchers have ignored this basic truth, and have tried instead to find out whether feedback should be immediate or delayed. Should it be specific or general? Should it be verbal or written? Ultimately, it just comes down to the simple truth that the most effective feedback is just feedback that our students actually use in improving their own learning.

### Talk Pair Share – we're teaching not testing.

A lot of children can feel pressure or panic when put on the spot to recall key skills or information. Mixed ability TPS or random selection allows children to be reminded of previous learning by their peers and build confidence before the next learning step is introduced.

When using the talk partners approach, teachers can shape the learning by using a variety of question types, leaning towards more open and challenging questions than they might normally have time for when questioning children as part of the whole class. Questions could be thought of in these ways:

**Literal question; a question requiring an answer that is a fact: "What happened in the story?"**

**Inferential; a question where the children have to think, perhaps using clues, and explore possibilities through their talk: "Why did x run away?"**

**Evaluative; a question where children's own experiences, opinions and perspective influence their answers: "What do you think of the story? Is it a good one and why?"**

**Synthesis: a question that allows children to pull their ideas together: "Can you think of a different/better ending? Why is it better?"**

Teachers can plan higher order questions which challenge children to think very profitably in all subjects. When using the talk partners approach the teacher may give time to a pair to talk about one question, or several questions that link together. They may start with a literal one to "get them going" then move onto a higher order question which really engages them in some discussion and debate.

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\*The talk time needs to be time limited, with children aware of the timings (say 5 minutes) and the teacher keeping to it.

\*It is also helpful if children are aware of how the teacher is planning to take feedback from each pair; for example, it is not always possible to hear what each pair thinks in a feedback to a whole class (it would take too much time and perhaps become repetitive), so if the teacher indicates s/he is intending to allow 5 minutes for this task and then will choose 3 groups to feedback, it makes it clear for everyone.

\*Questions can be usefully displayed on whiteboards, flipcharts and on cards given to individual pairs. In fact there is no reason why all the pairs have to explore the same questions at all times; it is interesting some times to use a variety of questions around the pairings.

**Mainly literal:** How many . . .? Where is . . .? In which year did..? Which of these go together? Why? How are these things alike/similar/ different? What are the characteristics of all the things in this group? What criteria have been used to classify these? How could you rearrange . . .? How could you compare . . . and . . .? What is . . . doing? What can you see when you look carefully? What did you notice about . . .? What words could you use to describe. .? What is true about all of these?

**Mainly inferential:** Do you think this is a good/bad thing? Do you agree with this? Why? Why was this done? Do you think it was a good idea? Why does . . .? How do you . . .? Why did this happen . . .? What caused this? Why do you think they did this?

**Mainly Evaluative:** How do you feel about this? Why? Why do you think that . . .? What might be the result of . . .? Why do you think so? Can you think of another explanation? What do you think might be happening here? Why? How do you imagine they are feeling?

**Mainly synthesis:** Is there anything you would have done differently? Why? What would/might happen if . . .? If . . . , what do you think will be the result? What would it be like if . . .? What would you do if . . .? Can anyone think of a different idea for...? What is your opinion on...? What would this character think about....?

## KS2 engagement games

<http://slideplayer.com/slide/10435428/>

5 games on slideshare

When we think of student engagement in learning activities, it is often convenient to understand engagement with an activity as being represented by good behavior (i.e. behavioral engagement), positive feelings (i.e. emotional engagement), and, above all, student thinking (i.e. cognitive engagement) (Fredricks, 2014). This is because students may be behaviorally and/or emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes.

In light of this, research suggests that considering the following interrelated elements when designing and implementing learning activities may help increase student engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement.

### 1. Make It Meaningful

In aiming for full engagement, it is essential that students perceive activities as being meaningful. Research has shown that if students do not consider a learning activity worthy of their time and effort, they might not engage in a satisfactory way, or may even disengage entirely in response (Fredricks, Blumenfeld, & Paris, 2004). To ensure that activities are personally meaningful, we can, for example, connect them with students' previous knowledge and experiences, highlighting the value of an assigned activity in personally relevant ways. Also, adult or expert modeling can help to demonstrate why an individual activity is worth pursuing, and when and how it is used in real life.

### 2. Foster a Sense of Competence

The notion of competence may be understood as a student's ongoing personal evaluation of whether he or she can succeed in a learning activity or challenge. (Can I do this?) Researchers have found that effectively performing an activity can positively impact subsequent engagement (Schunk & Mullen, 2012). To strengthen students' sense of competence in learning activities, the assigned activities could:

- Be only slightly beyond students' current levels of proficiency
- Make students demonstrate understanding throughout the activity

- Show peer coping models (i.e. students who struggle but eventually succeed at the activity) and peer mastery models (i.e. students who try and succeed at the activity)
- Include feedback that helps students to make progress

### 3. Provide Autonomy Support

We may understand autonomy support as nurturing the students' sense of control over their behaviors and goals. When teachers relinquish control (without losing power) to the students, rather than promoting compliance with directives and commands, student engagement levels are likely to increase as a result (Reeve, Jang, Carrell, Jeon, & Barch, 2004). Autonomy support can be implemented by:

- Welcoming students' opinions and ideas into the flow of the activity
- Using informational, non-controlling language with students
- Giving students the time they need to understand and absorb an activity by themselves

### 4. Embrace Collaborative Learning

Collaborative learning is another powerful facilitator of engagement in learning activities. When students work effectively with others, their engagement may be amplified as a result (Wentzel, 2009), mostly due to experiencing a sense of connection to others during the activities (Deci & Ryan, 2000). To make group work more productive, strategies can be implemented to ensure that students know how to communicate and behave in that setting. Teacher modeling is one effective method (i.e. the teacher shows how collaboration is done), while avoiding homogeneous groups and grouping by ability, fostering individual accountability by assigning different roles, and evaluating both the student and the group performance also support collaborative learning.

### 5. Establish Positive Teacher-Student Relationships

High-quality teacher-student relationships are another critical factor in determining student engagement, especially in the case of difficult students and those from lower socioeconomic backgrounds (Fredricks, 2014). When students form close and caring relationships with their teachers, they are fulfilling their developmental need for a connection with others and a sense of belonging in society (Scales, 1991). Teacher-student relationships can be facilitated by:

- Caring about students' social and emotional needs
- Displaying positive attitudes and enthusiasm
- Increasing one-on-one time with students
- Treating students fairly
- Avoiding deception or promise-breaking

### 6. Promote Mastery Orientations

Finally, students' perspective of learning activities also determines their level of engagement. When students pursue an activity because they want to learn and understand (i.e. mastery orientations), rather than merely obtain a good grade, look smart, please their parents, or outperform peers (i.e. performance orientations), their engagement is more likely to be full and thorough (Anderman & Patrick, 2012). To encourage this mastery orientation mindset, consider various approaches, such as framing success in terms of learning (e.g. criterion-referenced) rather than performing (e.g. obtaining a good grade). You can also place the emphasis on individual progress by reducing social comparison (e.g. making grades private) and recognizing student improvement and effort.

Do you generally consider any of the above facilitators of engagement when designing and implementing learning activities? If so, which ones? If not, which are new to you?

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## ACCELERATED READER

We use STAR reading.

Here are some key guidelines:

If a child can read 100 words they can take the test.

The test should be taken in Autumn term and in Spring.

When taking the test you can give more time to questions with EAL for example. 25 questions takes about 15 minutes.

1. Scales score - basic number which can be used to judge improvement but gives no references to norms for the age.
2. Instructional reading level - highest grade at which student can understand 80% of text. 4.5 is same as 5 month of 4th grade.
3. Percentile rank - 85 percentile - performs better than 85% of students at same grade, same stage of year.
4. Grade equivalent - 3.5 IRL but Grade Equivalent of 4.00 means those at grade 4 are on average schooling 3.5.
5. ORF - Oral Reading Fluency - number of words student can read in a minute.

Line on grade report shows basic accepted baseline.

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