



# Pilgrims School

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## Teaching and Learning Policy

January 2022

Next review date: January 2023

**Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims, Kindergarten and Pre School) and Pilgrims Main School.**

## **RATIONALE**

This policy reflects the school vision and values

### **At Pilgrims we inspire each child to love learning**

We recognise the importance of making learning fun, interesting, meaningful and memorable. Therefore, we teach through a themed contextual approach enabling each child to connect ideas, build on prior knowledge and deepen understanding. We teach the children the principles of Growth Mindset and promote the skills of resilience and perseverance aiming to develop children who are confident to persevere in the face of challenge and foster the belief that it's not that they can't do it, it's that they can't do it .....yet!

Our Teaching and Learning policy aims to ensure that the children at Pilgrims are provided with quality learning experiences that lead to high levels of pupil achievement. This policy is at the heart of all we do at Pilgrims setting out clear expectations and ensuring equal opportunities for all our pupils.

In keeping with the School's values, staff and governors are committed to:

#### **Kindness**

- Providing a safe, stimulating learning environment
- Developing strong relationships, working in partnership with parents, governors and the community
- Providing a clear, consistent approach to behaviour management
- Providing social and emotional support and care

#### **Curiosity**

- Making learning an enjoyable and challenging experience
- Fostering imagination, creativity, problem solving and a willingness to take risks
- Developing a language rich curriculum
- Promoting assessment for learning building on what the children already know and encouraging a greater responsibility and ability to think and learn for themselves.
- Nurture a Growth Mindset. Encourage children to persevere with tasks and develop their resilience even when the path seems challenging.

#### **Respect**

- Ensuring that every child succeeds by providing an inclusive education with a culture of high expectations
- Celebrating achievements and success in and out of school
- Encourage understanding and attitudes that value and respect the views and feelings of others
- Promoting health and fitness

These School Values link directly with the way in which we actively promote Fundamental British Values at Pilgrims as outlined in our Fundamental British Values at Pilgrims Policy.

## **LEARNING**

We believe that effective, purposeful learning will take place when children:

- feel safe, secure and confident
- show interest, enjoyment and enthusiasm
- focus and concentrate on the task in hand
- respond positively to success and show pride in their achievements
- value each others' contribution and listen to their opinions
- interact positively with adults and peers
- seek out challenges, take risks, have a go

Moreover, they are provided the opportunity and time to:

- engage in problem solving, investigational activities and structured play
- be creative and develop the use of their imagination
- have first-hand learning experiences both inside and outside of the classroom
- ask questions to develop their knowledge skills and understanding
- work independently using the knowledge and skills relative to their ability
- work with others towards the achievement of their learning goals
- consolidate the skills and knowledge they have acquired
- reflect, evaluate and make improvements to their work
- show initiative to apply concepts and skills already learnt, to new situations, such as problem solving, investigational activities and structured play
- take responsibility for some of the aspects of their own learning

The strategies and documents we use to support these statements include:

- The Characteristics of Effective Learning as defined in the Early Years Foundation Stage guidance
  - Play and explore
  - Active learners
  - Creating and thinking critically – thinking
- Assessment for Learning (Appendix 1)
- Growth Mindset (Appendix 2)
- Thinking Actively in a Social Context (TASC) (Appendix 3)
- Accelerated Learning in Primary Schools (ALPS) (Appendix 4)

### **Learning experiences**

Children continuously learn throughout their time at home and at School. In school activities/lessons, routines and events are planned purposeful experiences that are based upon the Early Years Foundation Stage guidance and/or National Curriculum requirements.

Lesson and activities should

- inspire interest, imagination and enjoyment
- build on previous learning or prior knowledge
- have a context or link to a bigger picture
- enhance or develop skills and understanding
- enable all pupils to access to the learning
- use additional adults effectively to support the learning
- Foster the application of physical and creative effort and interest

Routines are regular occurrences in school when the children go about their school life such as assembly, the start of the day, lunchtime, playtime, access to the library and many others. The people and places the children experience during these times will influence their behaviour and learning. Behavioural expectations must be clear, consistent and realistic to promote a positive experience for all.

Events such as performances, sporting occasions, visits and residential trips create opportunities for pupils to learn curriculum content and/or develop skills and personal and social characteristics. We view such events as important opportunities to develop new skills and attitudes at the same time as learning to get on better with other people.

## **TEACHING**

We believe that effective teaching will take place when teaching staff:

- have clear expectations and learning objectives linked to an understanding of how children learn
- manage time, resources, space, pupil groupings and classroom assistants effectively to develop the learning of skills, knowledge, and understanding
- provide opportunities for self reflection, evaluation and self expression; they endeavour to provide positive and constructive feedback, linked to the learning objectives
- aim to give immediate, verbal feedback to children whenever possible
- encourage high expectations with regard to behaviour, quality of presentation of work and personal effort
- make it known that individuals matter and they value children's contributions
- have clear and consistent expectations so that the pupils know what is expected of them and why – targets and success criteria for the children's learning are shared with them
- work in partnership with parents/guardians and consult with them on their child's development and progress

Teaching staff share ideas and reflect on what promotes effective teaching and learning. Teaching staff are resources for each other and they are encouraged to observe each other in the spirit of supportive, mutual observation.

## **Planning**

### **Little Pilgrims, Kindergarten and Pre School**

A weekly planning overview sheet is completed showing the activities that have taken place indoors and outdoors during the week. The planning follows the children's personal interest and choices. The adult plans for special events and celebrations and these are added to the planning sheet. A learning journey board is added to each week (Pre School are waiting for board to be installed). This includes photos of the activities and brings to life the planning sheet. A photo is taken of the board at the end of every half term and added to the planning folder. We follow the ethos of in the moment planning see appendix 5.

### **Main School, Reception – Year 2**

Long term plans plot the learning journey for a child from Reception to the end of year 2. These plans ensure progression, continuity and coverage of subjects using a themed contextual approach. See Appendix 6 (long term plan)

Medium-term plans are produced to highlight the skills to be covered each term within each subject. Ideas to bring the theme to life and put the skills into context are created by each year group including visits, visitors, challenges, the layout and organisation of the classrooms,

displays and a range of exciting activities. These ideas are then broken down into weekly titles over the term. They begin with a Wow Moment to excite and inspire the children's interest and conclude with a Fabulous Finish to end the theme. Planning is shared and discussed with specialist teachers to establish possible links. Thinking in a Social Context (TASC) activities are undertaken each term to encourage problem solving and higher order thinking skills (see Appendix 2). Where necessary discrete skills and subjects may also be taught to ensure sufficient time and opportunity is given to all areas of the curriculum. See appendix 7 and 8 (Medium term skills planner and weekly overview)

Short-term plans outline the lessons and activities for the weeks theme based on the skills taken from the Medium-term skills planner. Short term planning in the Early Years identifies the learning objective, key vocabulary and questions for adult led/taught sessions. In Key Stage One the short-term topic plans identify the learning skills, learning objective, key questions, success criteria, possible activities and learning outcomes/challenges/assessment opportunities.

Numeracy, handwriting and phonics in Reception and Key Stage One has discrete planning as these subjects are taught separately from the topic. All planning documents may be annotated to inform further planning. Year group leaders must regularly attend relevant planning meetings. They will also oversee all planning documents to ensure clear continuity, progression and coverage.

### **FEEDBACK AND MARKING**

We value all of the children's work and achievements. Work is marked in accordance with the schools Feedback and Marking policy.

### **ORGANISATION**

A range of teaching styles is essential to provide the children with a rich variety of experiences including:

- whole class didactic teaching
- individual exploratory work
- interactive group work
- interactive whole class teaching

The style of teaching, individual, group or whole class, will reflect the content of the lesson being delivered. Children may be grouped for a wide range of reasons. When grouping occurs within the classroom its rationale should be clearly understood and based on objective criteria, which should be reflected in the planning. The grouping should be appropriate to the subject or task. Pupils should have opportunities to engage in collaborative tasks on a regular basis.

Ability grouping should be flexible and subject to regular review.

Grouping should be consistent with the school's policy for equal opportunities.

### **CLASSROOM ENVIRONMENT**

The classroom environments should effectively support the children's learning. Careful consideration is required as to the arrangement and management of the room and this demands flexibility and constant review. Each classroom should be positive and welcoming and reflect the identity of the class and the current creative theme. It should also promote independence and responsibility. Within each classroom you should find:

- Materials and resources appropriately organised and labelled
- Clearly displayed learning objectives and success criteria (Reception to year 2)
- Layouts which allow for children to work individually or in appropriate groupings
- School expectations clearly displayed along with rewards and consequences
- Interactive displays for literacy and numeracy (as detailed in appendix 5)
- Appropriate motivational ALPS and Growth Mindset posters visible
- Current, relevant and creative displays including examples of children work
- Accessible ICT resources

A list of resources available in each room can be found in Appendix 9.

### **ABLE, GIFTED AND TALENTED CHILDREN**

The school aims to provide appropriate support and challenge for children who are particularly able, gifted and talented, and who may therefore require further differentiation to that provided within the normal classroom setting. In addition, teachers review their class on a termly basis and may highlight a child or put them on to the Gifted and Talented register. Those children on the register will have the opportunity, through a range of experiences including specialist games lessons, and masterclasses with external providers to develop their skills and enjoyment.

### **SPECIAL EDUCATIONAL NEEDS**

The school recognises that some children require one to one support to enable them to have equal opportunity of access to the curriculum. The school is able to assess children and then arrange for extra support for them. The support may be for academic or behavioural needs. There is close liaison between parents and the school and each child's progress is reviewed termly.

### **ROLE OF THE PARENTS/GUARDIANS**

We believe that parents have a fundamental role to play in helping children to learn. To keep parents informed we:

- Hold termly parent consultation evenings in the autumn and spring term
- Send an annual report home explaining the progress made and indicating next steps required
- Provide termly curriculum overviews so that parents are able to support their child's learning
- Operate an open-door policy
- Hold annual transition meetings to support parents and children prior to their move to the next year group
- Hold curriculum information events in school
- Provide information regarding news and current events which is regularly updated through social media, the schools web site and letters in book bags

### **ASSESSMENT, MONITORING AND RECORD KEEPING**

All teachers keep detailed records of their work with their class and of individual children's activities and progress. The cycle of formal assessments undertaken during each academic year is shown in Appendix 10. All staff recognise that assessment, whether it be informal, observational or written is fundamental to all teaching and learning. Teachers use information from assessment to influence the planning for individuals or group needs. Teachers keep records to inform planning, to contribute to report writing and to build up detailed pictures of each individual's learning needs.

### **MANAGEMENT AND COORDINATION**

All of the teaching staff reflect on their strengths and weaknesses and plan their professional development needs with the support of their line managers. Staff development needs are identified through Performance Development Cycles.

The Deputy Headteacher and the Headteacher, as part of the school's Monitoring and Evaluation Policy, will monitor the implementation of the Teaching and Learning policy. Curriculum Co-ordinators and Year Leaders should use it as a basis for their termly observations of colleagues by choosing key aspects as a focus for their observations.

When evaluating teaching and learning we consider:

- Classroom observations / environment
- Lesson observations
- Sampling of pupils' work
- Internal moderation
- Displays

A regular slot will be timetabled at staff meetings to focus on the policy, the sharing of practice and pedagogical debate.

Policies to refer to:

- EYFS
- Assessment, Monitoring and Evaluating
- Curriculum
- SEN
- Able, Gifted & Talented
- Behaviour and Assertive Discipline
- Feedback and Marking policies
- British Fundamental Values at Pilgrims

## APPENDIX 1

### AfL at Pilgrims

#### Assessment for learning is:

- What good teachers do
- A powerful way of raising standards in school
- When teachers and pupils are both clear about the purpose of the learning and the expected outcomes
- An interactive process between teacher and pupils and pupils and pupils where learning is the key topic of conversation
- Using things such as effective questioning, clear learning intentions, quality questioning, dynamic group work and self-assessment
- Pupils having the confidence to take risks in learning and to ask and answer questions about their learning
- Ensuring that pupils know what to do next to improve
- Pupils knowing why they are learning something
- Knowing how to use or apply your learning
- Fine tuning and differentiating planning and teaching in response to pupils learning needs
- Using the potential of all assessment opportunities to move pupils' learning forward
- Changing teaching plans according to outcomes of a lesson
- Enabling pupils to know what they are learning, why they are learning it and how it fits into the big picture of the curriculum

#### Key AfL strategies which should be evident from Reception up are:

- Sharing the 'Big Picture' – the learning journey and where a topic is going
- Assessing prior knowledge and understanding
- Involving children in the learning (What would you like to find out?)
- Sharing the Learning Objectives and Success Criteria (These should be written down from the Summer term of Reception onwards)
- Effective questioning
- Providing feedback (verball or written)
- The use of success and improvement marking (stars and a wish)
- Time given for improvement
- Self and peer assessment (Self from Yr 1 and Peer from Yr 2)
- Modelling of work / sharing examples of good pieces of work
- Talking partners
- The teaching of the principles of Growth Mindset (see appendix 2)

Kindergarten and Pre School will use strategies they feel are appropriate (for example talking partners, effective questioning and involving children in their learning)

AfL resources and copies of Shirley Clarke's books are kept in the staff room.





## Appendix 2

### Growth Mindset

Carol Dweck's Growth Mindset:



DEVELOPING A **GROWTH MINDSET**

Fixed Mindset	Growth Mindset
 <p>Intelligence is static. I must look clever!</p>	 <p>Intelligence is expandable. I want to learn more!</p>
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
↓	↓
<i>Likely to plateau early and achieve less than full potential</i>	<i>Reaches ever higher levels of achievement</i>

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

#### Growth Mindset Strategies used in school:

Little Pilgrims, Kindergarten, Pre School	Main School
<ul style="list-style-type: none"> <li>• Praising the children's effort and perseverance.</li> <li>• The Power of Yet – you just can't do it yet!</li> <li>• Celebrating mistakes and using them to develop children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Praising the children's effort and perseverance.</li> <li>• The Power of Yet – you just can't do it yet!</li> <li>• Celebrating mistakes and using them to develop children's learning.</li> <li>• Use of the 6 B's</li> <li>• Growth Mindset lessons</li> <li>• Use of Growth Mindset displays</li> <li>• Growth Mindset Star of the Week</li> <li>• The Learning Powers – Resilience, Reciprocity, Resourcefulness and Reflection</li> </ul>

## APPENDIX 3

### TASC at Pilgrims

In Reception and Year 1 we do at least one TASC activity each term. It can be a short one/two lesson activity or a longer topic-based challenge.

TASC is 'Thinking Actively in a Social Context'. It is a problem-solving framework created by Belle Wallace, which encourages children to solve problems independently and creatively. It can be used in any curriculum area. TASC encourages the children to be the thinkers and decision makers in the problem-solving process: What do I know about this? What is the task asking me to do? How could I do it? Which is the best idea? How well did I do? How could I improve it? What have I learned?

Children can work on problems as a class, in groups, in pairs or individually.



There are eight stages to the wheel which the children work through:

1. Gather/organise
2. Identify
3. Generate
4. Decide
5. Implement
6. Evaluate
7. Communicate
8. Learn from experience.

Year 2 complete similar problem solving work using STEM activities.

Resources:

The A,G&T cupboard in the French room has the TASC book by Belle Wallace, A TASC DVD, a class TASC resource pack with laminated planning wheels for the children to write on and a TASC file with ideas and activities.

On the 'Teachers Common' area on the computer there is a TASC file containing Pilgrims TASC planning grid and other TASC resources.

The TASC website [www.tascwheel.com](http://www.tascwheel.com) also contains many ideas, resources and a wealth of information.

## APPENDIX 4

### Alps at Pilgrims

ALPs is 'Accelerated Learning in Primary Schools'. The heart of this teaching approach is to build and maintain a positive and supportive learning environment. There are strong links between assertive discipline and ALPs.

The list below is Pilgrims agreed list of ALPs strategies which should be evident in all classrooms to help create an optimum learning environment:

1. Classes can choose to have affirmation posters around the classroom to support growth mindset e.g. (never, never, never give up, getting stuck is not a problem staying stuck is. Please see the ALPS resource book)
2. Use of music as a tool to enhance learning – some possible uses include:
  - Using tunes to learn facts e.g. times tables, number bonds etc
  - Putting music on to get changed for PE as a timed challenge
  - Using music at the start of the day as children come in to set mood
  - Having music playing whilst children are working to create a calm atmosphere
3. The use of visual, auditory and kinaesthetic methods in our teaching as much as possible (VAK) – Pgs. 27-32
4. To make connections with previous learning at the start of each lesson, and to review at the end. Pgs. 27-32 and 167-169
5. To state the learning intentions of the lessons to the children.
6. To teach good sitting/listening positions on the carpet and on chairs
7. The use of mind maps – whole class, group or individual as appropriate. Pg 54
8. Use of brain breaks – Pgs 133-141
9. To monitor the classroom temperature to ensure it is not too hot or cold
10. Have free access to water for the children to help keep them hydrated

Page numbers refer to the alps resource book by Alistair Smith and Nicola Call. This can be found in the G&T resource cupboard in the staffroom.

## **Appendix 5**

### **In the moment planning- Little Pilgrims, Kindergarten and Pre School**

- A model that allows child-initiated learning through play, based on capturing the interests of the children through personalised learning.
- Practitioners will take into consideration the children's interests to create meaningful educational experiences through providing an enabling environment, using quality interactions and teachable moments.
- The core elements for in the moment planning are:
  1. Environment.
  2. Quality interactions.
  3. Observation.

### **What we will do:**

- We will provide an environment and opportunities that stimulate curiosity and challenge thinking.
- We will observe and listen closely to the children's play.
- We will work alongside parents to create environments that will spark the children's interest.
- We will praise and reinforce positive learning experiences.

### **Teachable moments:**

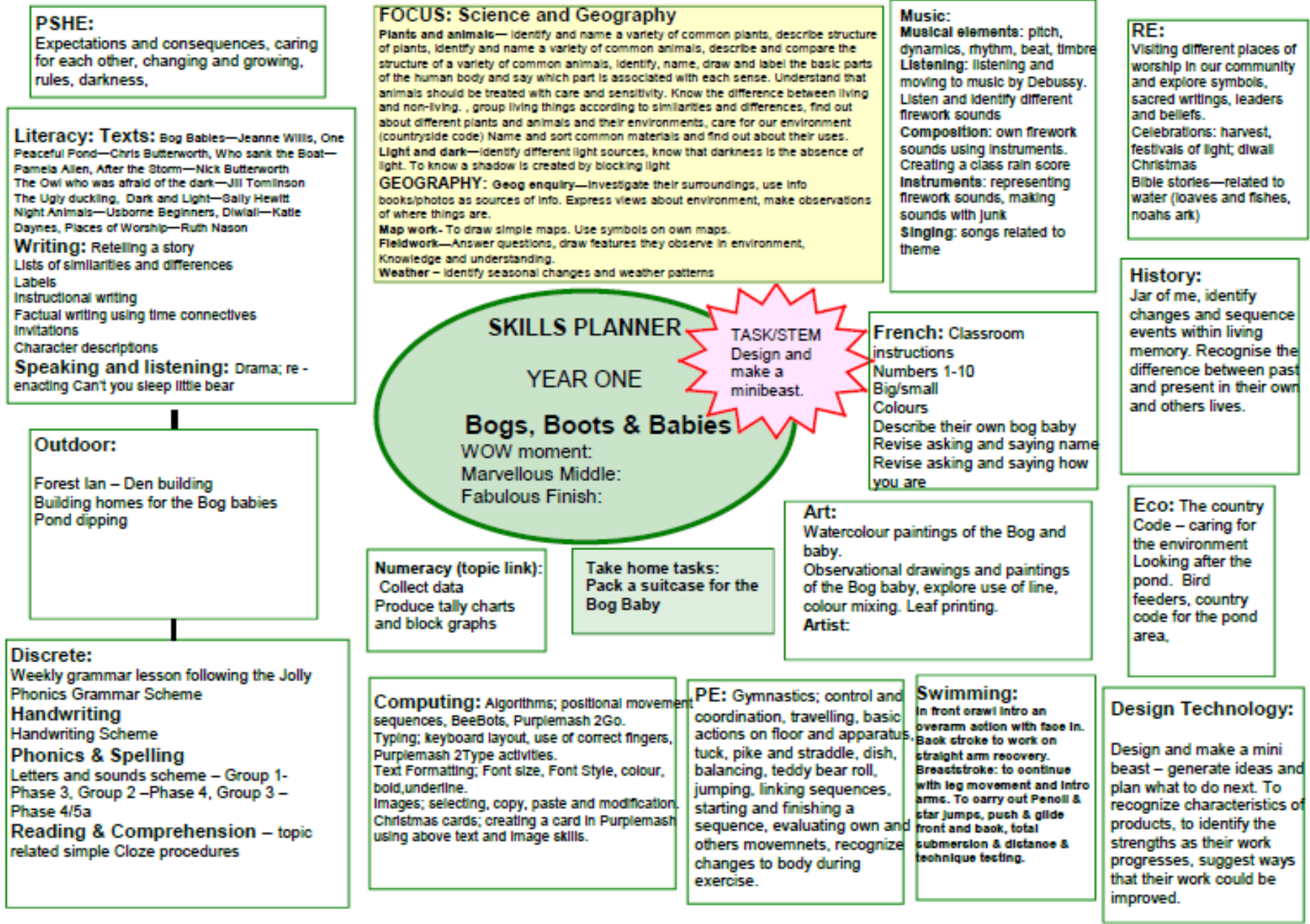
Teachable moments are about recognising that young children often learn in a more informal and creative way. Within this style of teaching we are looking for opportunities to allow learning to take place through child-initiated play alongside providing challenge and open-ended questioning when needed.

## Appendix 6 – Pre School – Year 2 Curriculum Overview

		Autumn	Spring	Summer
<b>2019-20</b> Summer 2020 topics were changed due to Covid Lockdown.	Pre School	Knock Knock	Heroes and Villains	<b>Planned:</b> Olympics and Japan <b>Actual:</b> Self contained topics related to Phonics
	Reception	Me and my world	Animal Tails(doesn't include monkeys)	<b>Planned:</b> Olympics and Japan <b>Actual:</b> Wild and Wonderful
	Year 1	I'm an explorer get me out of here (hist)	Pack your Trunk (geog/sci)	<b>Planned:</b> Olympics and Japan (geog/sci) <b>Actual:</b> Stick Together Whatever the Weather
	Year 2	Ahoy Me Hearties (geog/sci)	Mind the Gap! (hist)	<b>Planned:</b> Olympics and Japan (geog/sci/hist) <b>Actual:</b> Forest Adventure
<b>2020-21</b> Pre – School moved from Creative Curriculum Planning to In the Moment Planning Whole school planned topics affected by spring term Covid Lockdown	Reception	Knock Knock Me and my world	<b>Planned:</b> Tell Me A Story <b>Actual:</b> Wild and Wonderful	<b>Planned:</b> Wild and Wonderful Footprints in the Forest <b>Actual:</b> Tell Me A Story
	Year 1	Oh What A Knight (hist)	Into Africa (geog)	<b>Planned:</b> Wild and Wonderful (sci) Wild Child <b>Actual:</b> Stick Together Whatever The Weather
	Year 2	Pole to Pole (geog)	Upstairs Downstairs (hist)	<b>Planned:</b> Wild and Wonderful (sci) Robin Hood <b>Actual:</b> Into the Woods, Red Riding Hood
<b>2021-22</b> Spring 2021 whole school topic affected by knock on effect of previous topic changes due to Covid and some Covid restrictions still being in place.	Pre School Reception	Knock Knock Me and my world	<b>Planned:</b> Around the World – Food focus <b>Actual:</b> Rumble in my Tum	Animals
	Year 1	The Deep Blue/Commotion in the Ocean (sci/geog)	<b>Planned:</b> Around the World – Contrasting Environments (Savannah, Ice, Jungle...) (sci/geog) <b>Actual:</b> A Tall Tale	On the Move (hist)

	<b>Year 2</b>	POW! (Hist/DT/Art)	<b>Planned:</b> Around the World – Contrasting Environments (Savannah, Ice, Jungle...) (sci/geog) <b>Actual:</b> Out of this world (sci/geog)	Into the Woods - Red Riding Hood/Wolves (sci/geog)
<b>2022-23</b>	<b>Pre School Reception</b>	Me and my world	Bright Ideas (How things are made and work)	A Cracking Surprise (Dinosaurs, chicks, eggs...)
	<b>Year 1</b>	To the pond and beyond (sci)	Bright Ideas – Inventors (hist)	A Tall Tale (geog)
	<b>Year 2</b>	Out of this world (sci/geog)	Bright Ideas – Inventors (hist)	Tales of the Riverbank (sci/geog)
<b>Seasonal Events</b>	<b>Annually</b>	<b>Harvest, Bonfire Night, Diwali Christmas,</b>	<b>Easter</b>	<b>Happy Heart Week (PE - links with science and wellbeing)</b>

# Appendix 7 – Creative Curriculum Skills Planner



## Appendix 8 – Weekly Overview

YEAR ONE 2019/20		WEEKLY THEMES, TEXTS, SEASONAL, ASSESSMENT AND DISCRETE WEEKS						
TERM	THEME							
Autumn	I'm An Explorer Get Me Out of Here	wk 1 <b>A Little Jar of Me!</b> My personal history and my favourite things. Discussion about families and home life. How they have grown and changed	wk 2 <b>WOW Shuttleworth</b> Aeroplanes Kandinsky Wright Brothers Amelia Earhart Comprehension	Wk 3 <b>Planes</b> Hot air balloons Air ships Cardington hangers Kandinsky Dt—paper planes Facts Time line  Outdoor	wk 4 <b>Trains</b> Time line Descriptive writing Picture from a window—art <b>The train ride</b> <b>Little Red train</b>  Assessment Week Growth Mindset	wk 5 <b>Trains</b> Poems The Railway Children TASC <b>The Railway Children</b>	wk 6 <b>Bikes</b> Captions Descriptive Writing Timeline Art _ Obs drawing  Harvest?? Bosco?? TBC	Wk 7 <b>Bikes</b> Motor bikes Weaving in wheels  Spons bike ride  Parents Eve  Half Term Task—
		wk 8 <b>Cars</b> Mr Quince Time line Labels PHSE—safety Dt _ Disassemble and assemble a car Science—Forces	Wk 9 <b>Bus/van/lorry</b> DT—design and make a moving vehicle  Growth Mindset Outdoors	wk 10 <b>Boats / Canals</b> Canal art DT—Cont. Floating and sinking	Wk 11 Production Rehs  Diwali	wk 12 /13 <b>Christmas</b> <b>Productions/activities</b> Make calendars Make Christmas Cards Make party hats Christmas events Write to Father Christmas		



Spring	Pack Your Trunk	wk 1 What could it be? Wow—empty crate Flags and maps  Africa—Mel friedman Africa—Madeline Donaldson Rumble in the Jungle	wk 2 African Facts TASC—How can we lure the animal back in? Animal poems  Rumble in the Jungle Lion King	wk 3 Assessment Week Herbivores  3D giraffe model  Zebras/Elephants — Catherine Ipcizade	wk 4 <u>Lion King</u> Giraffe non-fiction book Trip Recount Carnivores  Lions—Catherine Ipcizade Giraffes can dance Giraffes—Catherine Ipcizade	wk 5 Animals in Danger Eco  Rhinos in D anger—Helen Orme	<b>HALF          TERM</b>	wk 6 (Parents eve)  Handa's surprise Fruit Riddle  Handa's surprise— Eileen Browne
		wk 7 Drumming and Mask Making (World Book Day) Tye dying (T-shirts) and Batik A is for Africa	wk 8 Masai and I Comparing life in Africa to life here (Red nose day)  Masia and I—Virginia Kroll	wk 9 Walk for Water Eco Sponsored event and mini concert Church visit  Lila and the Secret of Rain	wk 10 Easter Mother's Day	wk 12	wk 13	wk 14

## APPENDIX 9 – PROVISION OF ROOMS AND CLASSES – LITTLE TODDLERS

DISPLAYED	
PARENTS BOARD	STAFF BOARD
GDPR info Baby Room Team Term Dates Menus WOW Board/Box Staff Sickness Sheet Safeguarding Lead poster Keeping Children Safe and Contact Numbers Change of session forms Leaflets/info (weaning, sleeping and biting)	Wagon Training Term Dates Responsibilities of Keyworker Timetable for Hall and Music Keeping Children Safe and contact Numbers Signs of Child Abuse and Neglect UN Convention on the Rights of the Child School Values
	Staff Rota Medical & Dietary Information Milk Feeds General Duties Morning/Evening Duties Non-Contact Information

RESOURCES						
Signing In Area	Shelving Units	Planning Area	Kitchen	Parent's Entrance	Nappy Changing	General
Register Diary Medicine to Be Administered Reminder Memo Board Ratio Board Shifts Non-Contact Late Duty Manager List	Learning Journals Temp Record Permission for Collection Planning Room Minutes Staff Shifts Nappy Charts Sleep Charts Children's Routines Phone Call Log Physical Intervention Log Training Info Behavior Management	Learning Journey Board In the Moment Planning Sheet Teaching Moment Words Scale of Involvement Characteristics of Effective Learning Celebrating Diversity Art Work Suggestions for Messy Play	Microwave Kettle Telephone Fridge Paper Towel Dispenser Bin Microwave Sterilizer Bottle Warmers x2 First Aid Information Aprons, Bowls, Bibs Fridge Temperature Log Food Re-Heating Log <b>Kitchen Board</b> Medical & Dietary Info Milk Feed & Water Info Baby/Little Toddlers Food Guidelines Think Allergy Early Years Choking Hazards Milk Feeds Given Info Colour Coding for Cleaning Names of First Aiders	Basket for Children's Diaries Individual Baskets and pegs for children's personal belongings,	Nappy Changing Unit Nappy Changing Charts Nappies Size 3,4,5,6 Nappy Cream Basket of Toys First Aid Box Children/Staff Medical Boxes Clinell Wipes Gloves Shoe Rack Wash Basket Nappy Bin Bin Sink Paper Towel Dispenser Unit for Spare Clothes Guidelines for Changing a Nappy Children's individual Information for Nappy Changing products	<b>Heuristic/Sensory Area –</b> A selection of natural resources eg bamboo, Coconut Shells etc Musical Instruments Small World, cars trains, animals Role Play -Home Corner Book Baskets Tuff Trays Creative Play Messy Play Resources to support stage and age of development and are accessible for the children

			Individual Milk baskets for Bottles and Formula Cleaning Station Box Milk Kitchen End of Day Phone Call Log Parents Contact Details Food Re-Heating Log Fridge Temperature Log			Water and Sand tray with equipment. Puzzles IT eg musical cogs, telephones Sensory Baskets
Book Corner Toys & Resources in Boxes Sensory Area Water Station & Cups Sleep Chart Display Birthday Board Storage for Learning Journals Staff Boxes Paint 12 Chairs with Straps Toy Box Fire Evacuation Notice Fire Evacuation Cots x 3 Bag with Resources for Fire Evacuation		Different Cloths for Tables & Sinks Table Spray Names on Cots Sheets & Blankets store under Cots Mop & Bucket in Bathroom Dustpan & Brush Long Handled Brush Paper Towel Dispenser 3 Tables Sensory Boxes Aprons Dinner Aprons Flannels 8 cots		Nappy Changing Unit in Cupboard Nappies Size ,4,4+,5 Individual Nappy Creams First Aid Kits Medicine Boxes Clinell Wipes Wipes Tissues First Aid for CPR Spare Clothes		

## TODDLER ROOM PROVISION

DISPLAYED			
PARENTS BOARD	STAFF BOARD	CLOAKROOM	GENERAL
Timetable Menus Staff Photos Sheet Staff Sickness Sheet Term Dates Celebration & Birthday Treats Leaflets and parent information (Eat well guide, Stages of speech and language, Role of Key Person) Term Dates Room Overview Birthday List WOW Board/Box Safeguarding poster School Values Poster GDPR info Change of Session/Extra Session info	Timetables Dietary & Medical Info Staff Rota Yearly Overview School Aims/Values British Values Keyworker/Info list Wagon Training Calendar for Staff School Year Washing Rota Walking Rota Risk Assessments Daily Routines Dietary Requirement Photos Menu Room Phone Numbers Firs Aiders Birthday board Kitchen Times	WOW Board	Sleeping Checks Communication Book Register Diary First Aid CPR Overview Ratio Board Outside check
RESOURCES			
GENERAL		NAPPY CHANGING AREA	
Sand Tray Easel Role Play Book Corner Tote Toy Storage Development Folders Computer Station Staff Storage Craft Equipment Activity Table Small World Toys CD player Tuff tray and stand Art station Writing equipment	Water Station/storage Construction Storage Recycling Bin Cleaning Equipment Adult Shelf Storage Sheet & Blanket Individual Storage Laundry Bin Junk Modelling Storage	Nappy Bin & Inserts Nappies Size 4,4+,5 & 6 Cream First Aid Bag & Box Clinell Wipes Wipes Tissues Nappy bags	

Beds		
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## KINDERGARTEN PROVISION

### Kindergarten Rooms Provision

Parents Board	Staff Board
Menus	Planning
Safeguarding information and phone numbers	Termly calendar
Signposting to Speech and Language Drop In	Medical and dietary list (all Little P's)
School Values	KG dietary requirements with photos
School contact numbers	Ration poster
GDPR	Birthday list
Staff in KG – photos and information	First aid information
Term dates	UNICEF rights of the child
Birthday treats list	Safeguarding info – signs of abuse and neglect
School nurse information	Swimming information and groups

### Resources Nappy Change Area

Sun cream	Nappies sizes 4,5,6	Sudocrem
Baby wipes	Nappy bags	Changing table with steps
Clinell wipes	Yellow nappy bin bags	Nappy bin
Waste bin	Gloves	
First aid walk bag	Nappy change charts	

## Resources

General	Storage and Furniture	Role play
Meal time aprons	Adult chairs	Ironing board and iron
Register and Diary	Activity/meal tables	Microwave
Flannels	Children's chairs	Wooden food
Spare clothes	Small rectangular tables	Saucepans
Potties (assorted)	Drying rack	Assorted cups, plates, bowls and cutlery
Sheets and blankets	Small square tables	Toaster
Crash mats for sleeping	Book display unit	Kitchen units, fridge freezer, washing machine
Assorted cushions	12 tote storage unit	
Tuff tray and stand	Wooden easels	
Selection of fiction/nonfiction books	Toy storage units	
Foldable trolleys	IT work station	
Stationery equipment	Folder storage units	
Learning journals	9 tote storage units	
	Corner shelf unit	
	Book cupboard	
	Construction shelf storage	
ICT	6 tote storage units	Construction
		Large wooden blocks
Computer, keyboard and mouse		Interstars
ICT equipment (torches, microphones, cameras)		Small coloured wooden blocks
		Gear Up!
		Duplo
		Wood slices
		Wood work set
Arts and Crafts	Maths	Small world
Water pots	Balance scales and weights	Sea creatures
Pallets and block paints	Sorting people and cards	Dinosaurs
Assorted paintbrushes	Sorting vehicles	Farm animals
Assorted glue sticks and spreaders	Sorting farm animals	Wild animals
Rollers	Threading number cards	Cars (metal and wooden)
Playdough cutters and mats		Variety of puzzles and games
Aprons	Threading buttons	People (wooden, ethnic, diverse)

Sponges	Stacking block puzzles	
Chalks, wax crayons, pencil crayons, felt tip pens, board markers	Various jigsaws and peg puzzles	Farm house
Assorted paper and card		Wooden platforms
Assorted collage materials	Paperwork/forms	Trains and wooden track
Additional Resources	Accident forms	
Lift off to language	Incident forms	
Musical instruments varied	IT incident forms	
	Master copies file	
Cupboard	Bump notes	
First aid box	Administration of medicine	
Evacuation bag	Walking registers	
First aid walk bag	Music folder	
Children's medicines/creams	Signing folder	
	Lift off to language folder	
	Training folder	



## PRE SCHOOL CLASSROOM PROVISION

DISPLAYED			
INFORMATION	NUMERACY	LITERACY	GENERAL
School Values Fire Evacuation Notices Menu Photos of Staff Timetable Birthday Board Parent Information Board Weekly planning OFSTED Contacts Dietary/medical requirements Swimming British values Ratio information Kindness Tree	Number Line Number Zoo	Jolly Phonics – Letters Hemisphere Think Write animal posters	Visual timetable Hemisphere characters Targets (in Key Person areas) Kipsy Caterpillars and photos Self registration names Birthday board

RESOURCES						
Numeracy	Literacy	Graphic	Imaginative	D.T	Creative	General
Coins Unifix Cubes Counting Stick Dice Numicon Counting objects Number puzzles 2D Shapes Shape finders Coloured keys Matching puzzles Threading numbers	Jolly Phonics wall frieze JP CD Variety of story and non fiction books Crab letters Stone letters Sory logs Magnetic letters and boards Large wicker letters	Pencils Crayons Chalks Felt Tips Magazines Stencils Note pads Glue Mark making trolley Clip boards	Sand Tray Water Tray Small world toys Construction toys Puppets Lego wall Work bench Role play kitchen Construction trolley Construction shelf	Trolley Glue Sticks Scissors Selection of Glue Playdough Cutters Tools Rolling pins String Wiggly eyes Collage materials Paper and card Drying rack Junk modelling trolley	Paintbrushes Paint Palettes Selection of Paint Collage materials Paper and card Material Aprons	CD Player/CDs Fruit Plate Fruit Knife Sand tray Water tray Tuff spot Maths shelves Kipsy caterpillar Orchard books and games Puzzles Literacy shelves Magnetic boards Recycling bins Exploration shelf Water station Coloured screen Sofa

						Computer Crates Curved sheves Stage
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## RECEPTION CLASSROOM PROVISION

DISPLAYED			
INFORMATION	NUMERACY	LITERACY	GENERAL
School Values Classroom Rules and Rewards & Consequences Timetable, Weekly Planning & What Next Board Dietary/Medical Requirements Class Notices Visual Timetable Houses Birthdays	Number Line up to 100 (High Up) Moveable Number Line to 20 Days of The Week and Months	Jolly Phonics fieze Handwriting – cursive letters and animal posters	Colours (Art Areas) Swimming/PE/Library Books Days

RESOURCES						
Numeracy	Literacy	Graphic	Imaginative	D.T	Creative	General
Number Fans Unifix & Multilink Cubes 2D Shapes 3D Shapes Money Clockfaces Number Lines Counting Objects Large Dice Number squares Bead stick	Selection of Story Books Big Book Stand Letter lines Sound mats Flash cards – tricky words Super sentence prompts	Rulers Writing Pencils Pencil Grips Pencil Crayons Felt Tips Chalk Hole Punch Rubbers	Sand Tray Water Tray (usually outside) Beads & Threading Small World Toys Playdough, Mats, Cutters etc Sand & Water Trays Role Play Area Construction toys	Scissors Gluesticks & Spreaders Sellotape & Dispenser Stapler String Construction Kits Paper card Boxes Split pins	Easel Paint & Water Pots Palettes Waterproof Aprons Water colours Paper	Tuff Tray Whiteboards & Pens CD Player Camera Challenge Area Computer Kipsy caterpillar and feelings flower Beads and threading

## YEAR 1 CLASSROOM PROVISION

### DISPLAYED

INFORMATION	NUMERACY BOARD (NEXT TO WHITEBOARD)	LITERACY (NEXT TO WHITEBOARD)	GENERAL
School Values Classroom Rules and Rewards & Consequences Jolly Phonics Frieze	+, -, =, etc with related vocab 100 Square Number Bonds to 10 Number Words Maths area – spin wheels, number strings, WOWO boards	Phonic 44 sounds poster Connectives, Punctuation, Writing area – keyword sheets, sentence starters, letter shapes	Globe Number Line Mounting area – strimmer, paper,

### RESOURCES

Numeracy	Literacy	Outdoor/decking	Imaginative	D.T	Creative	General
Number Fans Number Lines Clock Faces Teachers Clock Hundred Squares Counting Stick Big Coins for Demonstration Small Coins Dice Flat/Solid Shapes Unifix Dienes Apparatus Arrow Cards Metre Sticks Sorting Sets Number Cards Big Hundred Square	Phonic Cards Appropriate Dictionaries Handwriting letter card  <b>Graphic:</b> Rulers Wall Stapler	Sand tray Water tray Tuff tray Clipboards Large construction Sieves Funnels Moulds Scoops	Sand Tray Water Tray WOWO Boards & Pens Tuff tray	Scissors(Left & Right Handed) Sellotape Dispensers Adult Scissors Staple Remover Hole Punch	Paintbrushes of Different Sizes Palettes divided into holes Mixing Trays Water Pots Art Table Cloths	Year Group iPad CD Player Fruit Knife Chopping Board Dust Pan & Brush Broom Toilet Brush Beakers Washing up Bowl Tea Towels Kipsy Caterpillar and feelings flower

## YEAR 2 CLASSROOM PROVISION

DISPLAYED			
INFORMATION	NUMERACY BOARD (NEXT TO WHITEBOARD)	LITERACY BOARD (NEXT TO WHITEBOARD)	GENERAL
Own agreed classroom rules and Rewards & Consequences	100 Square Maths Symbols Number Line Working wall	Phonic 44 sounds poster Question Words Punctuation Handwriting at Pilgrims Conjunctions	Kipsy Feelings ALPs Posters Growth Mindset posters Numberline (0-100) Globe

RESOURCES						
Numeracy	Literacy	Graphic	Imaginative	D.T	Creative	General
Number Fans Number Lines Clocks Money Unifix Cubes Dienes Apparatus Arrow Cards 100 Squares Counting Stick Rulers	Dictionaries	Rulers Staple Gun Sharpeners Rubbers Pencils Staple Remover Hole Punch	Sand Tray Water Tray WOWO Boards, Pens & Rubbers Construction Atlas	Glue Sticks Scissors Selection of Glue Sellotape	Paintbrushes Paint Palettes Selection of Paint Water Jars Felt Tips	iPad Fruit Knife Washing up Liquid Plastic Cups

**APPENDIX 10  
ASSESSMENT SCHEDULE**

	Little Pilgrims/Kiindergarten	Pre School	Reception	Year 1	Year 2
<b>On entry</b>	<ul style="list-style-type: none"> <li>o Complete parent / child play visit questionnaire – likes, dislikes, etc</li> <li>o Initial observation on each child to identify where they are and next steps</li> <li>o General observations on Evidence Me</li> </ul>	<ul style="list-style-type: none"> <li>o Complete parent / child play visit questionnaire – likes, dislikes, etc (for new children who did not complete in KG)</li> <li>o Initial observation on each child to identify where they are and next steps</li> <li>o Activities to observe interest in letter sounds, numbers and mark making</li> <li>o General observations on Evidence Me</li> </ul>	<ul style="list-style-type: none"> <li>o Review entry data from Pre-School</li> <li>o Baseline sound check and word check if appropriate.</li> <li>o Baseline writing assessment.</li> <li>o Baseline maths assessment</li> </ul>	<ul style="list-style-type: none"> <li>o Review DM scores to inform planning and to set entry for STAT</li> <li>o Set Entry Data and targets for STAT</li> </ul>	<ul style="list-style-type: none"> <li>o Review STAT Entry Targets for new cohort</li> <li>o Review end of year attainment and standardized scores from Year 1</li> </ul>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>o 2/3year old development check (as and when appropriate)</li> <li>o On going observations using Evidence Me</li> </ul>	<ul style="list-style-type: none"> <li>o On going observations using Evidence Me</li> </ul>	<ul style="list-style-type: none"> <li>o Aut 2 sound check and word check if appropriate.</li> <li>o Autumn 2 maths and literacy assessments.</li> <li>o Evidence Me observations for all children</li> <li>o Informal autumn mid and end of term judgements for all areas</li> </ul>	<ul style="list-style-type: none"> <li>o Phonic check and key word check to set phonic groups.</li> <li>o Weekly spelling test</li> <li>o End of Sept:, Unaided writing using a familiar story retell, Headstart Primary Maths Test. Salford test for MA OWLS readers.</li> <li>o PITA mid and end of term</li> <li>o STAT Teacher judgements - on going and completed for the term by 'data lock' date.</li> </ul>	<ul style="list-style-type: none"> <li>o Test spelling of Yr 1 common exception words.</li> <li>o Test phase 3 and 5a phonemes in order to check setting of phonic groups.</li> <li>o Weekly spelling test</li> <li>o End of Sept: New Salford reading test A, Unaided writing, Headstart Primary Maths Test and Reading Comprehension Test.</li> <li>o PITA mid and end of term</li> <li>o STAT Teacher judgements - on going and completed for the end of term by 'data lock' date.</li> </ul>

## APPENDIX 10 (CONTINUED)

Spring	<ul style="list-style-type: none"> <li>○ 2/3year old development check (as and when appropriate)</li> <li>○ On going observations using Evidence Me</li> </ul>	<ul style="list-style-type: none"> <li>○ On going observations using Evidence Me</li> <li>○ Ongoing phonic/maths assessments</li> </ul>	<ul style="list-style-type: none"> <li>○ Spr 1 sound check and word check.</li> <li>○ Spr 1 writing assessment.</li> <li>○ Spr 1 maths assessment</li> <li>○ Evidence Me obs for all children</li> <li>○ Informal spring mid and end of term judgements for all areas</li> </ul>	<ul style="list-style-type: none"> <li>○ Weekly spelling test</li> <li>○ After half term: Weekly maths key skills test</li> <li>○ January (week after Yr 2 assessment weekEnd of term: New Salford Reading Test A, Unaided writing, Headstart Primary Maths Test</li> <li>○ PITA mid and end of term.</li> <li>○ STAT Teacher judgements spring mid and spring end.</li> </ul>	<ul style="list-style-type: none"> <li>○ Year 2 CEW check</li> <li>○ Weekly spelling test</li> <li>○ January: Unaided writing, PTM 7, PTE 7, CAT 4X for Common Entrance assessments</li> <li>○ PITA mid and end of term</li> <li>○ STAT Teacher judgements - spring mid and spring end.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>○ 2/3year old development check (as and when appropriate)</li> <li>○ On going observations using Evidence Me</li> </ul>	<ul style="list-style-type: none"> <li>○ Ongoing phonic assessments</li> <li>○ Agreed elements of Reception Baseline assessment for writing, number and phonics</li> <li>○ On going observations using Evidence Me</li> </ul>	<ul style="list-style-type: none"> <li>○ Sum 1 sound check and word check.</li> <li>○ Sum 1 writing assessment.</li> <li>○ Sum 1 maths assessment</li> <li>○ Evidence Me obs for all children</li> <li>○ ELG levels – emerging or expected for JW/KG/SQ and LA</li> <li>○ Informal summer mid and end of term judgements for all areas</li> </ul>	<ul style="list-style-type: none"> <li>○ Weekly spelling test</li> <li>○ Weekly maths key skills test</li> <li>○ May: Unaided writing, PTM 6, PTE 6, Verbal 6 and Non Verbal 6 assessments</li> <li>○ PITA mid and end of term</li> <li>○ STAT Teacher judgements - summer mid and summer end.</li> </ul>	<ul style="list-style-type: none"> <li>○ Retest Yr 2 CEW check</li> <li>○ Weekly spelling test</li> <li>○ May: New Salford Reading Test C, Unaided writing, Headstart Primary Maths Test and Reading Comprehension Test</li> <li>○ PITA mid and end of term</li> <li>○ STAT Teacher judgements - summer mid and summer end.</li> </ul>