

ST VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



Curriculum Statement Updated Sep 2019



**A guide to our curriculum and how children
learn at St Vincent de Paul School**

We are called to be the hands and face of Jesus as we learn, love and grow together.

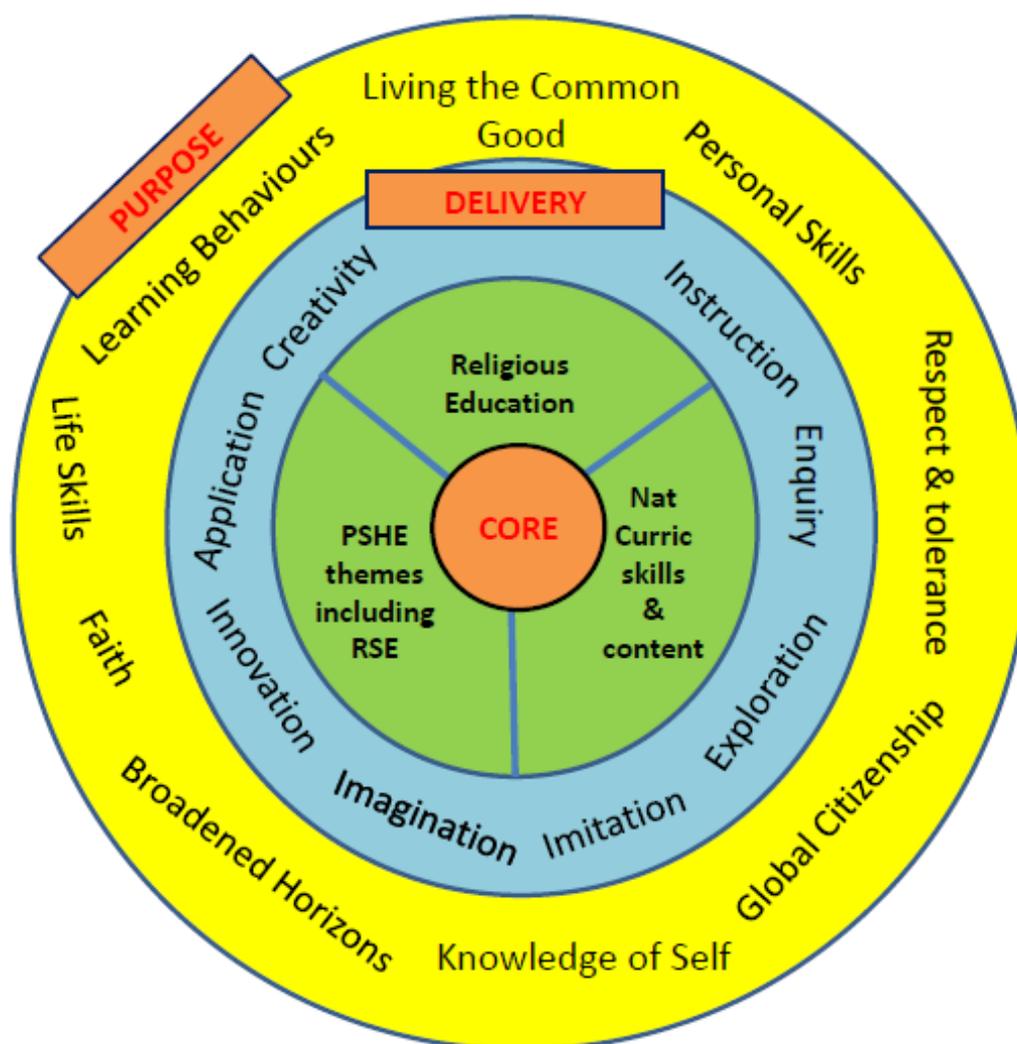
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1.0 Curriculum Model at St Vincent de Paul School

We aim to provide a curriculum that is broad, balanced, relevant and responsive to the needs of the pupils, the wider community and the society in which they operate. Our curriculum, underpinned by our Catholic ethos, aims to be responsive to the needs of all pupils, regardless of ability or other factors, and develops essential knowledge and skills alongside key skills of resilience, resourcefulness, reflectiveness and reciprocity which are developed as the building blocks for all learning.

We have developed our own Curriculum Model at St Vincent de Paul School, which can be visualized as follows.



The **Core Curriculum** at the centre determines the key aspects of the curriculum content that must be delivered. A yearly overview, broken into terms, will ensure that the content is delivered across the year group and over time within the Key Stage. This overview is published on the school website. A range of **delivery** models will inform how the key skills and knowledge are developed and will impact upon the pedagogy deployed to ensure learning and the **purpose** will set the learning in its context and may shape the whole learning experience.

There are three Key Stages of education in the primary school:

The Early Years Foundation Stage (EYFS):	Nursery & Reception Classes
Key Stage 1 (KS1):	Yrs 1 & 2
Key Stage 2 (KS2):	Yrs 3 to 6

2.0 The Early Years Foundation Stage (EYFS)

The EYFS Framework explains how and what children will be learning to support their healthy development during Nursery and Reception classes.

Children in the EYFS learn skills, acquire new knowledge and demonstrate their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are essential for the child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.



The seven areas are used to plan the learning and activities for individuals and groups. The curriculum is designed to be really flexible so that staff can follow the child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active and following their own lines of enquiry in a supportive and stimulating environment.

Learning is often through carefully designed play and exploration opportunities, alongside more formal adult led activities or 1:1 work. The learning environment, inside and outside of the class,

aims to be fully enabling and stimulating, encouraging children to explore.

Tasks may be child initiated, using a continuous provision that has been carefully planned to enhance the next steps and interests of learners. During this time the adult role is to enable, observe and intervene with further enhancements that will enable learning to move on or interest levels to be sustained. At other times a direct skill may be taught 1:1 or in a small group with the aim that during CIL (Child Initiated Learning) these skills might then be used independently. On other occasions a whole class session may be used to engage all of the children in a key learning moment or series of moments. High levels of engagement are key as is expert intervention at the right time and for the right period by the adult, ensuring that children's learning is uninterrupted.

Throughout the EYFS, the following characteristics of learning underpin all engagements:

(1) Playing and exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



(2) Active learning

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

(3) Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

The EYFS curriculum themes are mapped across the year, broken down into each term and is available to all parents on the website. The aim, however, is not to be rigid with this context, but rather to respond to the needs and interests of all learners, ensuring that the characteristics of learning are a key focus.

Throughout the EYFS, staff use '2Simple' software to capture a digital record of each child's learning. This aims to celebrate achievements and is used to plan for next steps of learning. The journals are printed out regularly, are supplemented with other significant pieces of work and are available for parents to view at key points throughout the year. Parents are encouraged to contribute to the Learning Journal in a number of ways.

At the end of Nursery the journal follows the child to their Reception class and at the end of the EYFS the journal is shared with the receiving Year 1 teacher in order that its accurate assessments are used to plan early next steps at the start of KS1

3.0 CURRICULUM: KS1 and KS2



The curriculum is carefully planned by the teachers based upon the expectations laid down in the National Curriculum (2014) and the Curriculum Directory for Catholic Schools (2012).

Religious Education is taught as a separate subject and is considered as a **Core Subject**, with a minimum allocation of 10% curriculum time, as required by the Bishops' Conference of England and Wales.

The **National Curriculum** for KS1 and KS2 is comprised of the following **Core Subjects**:

- English
- Mathematics
- Science
- Computing

The following **Foundation Subjects** are also included:

- History
- Geography
- Art
- Design Technology
- Music
- Physical Education

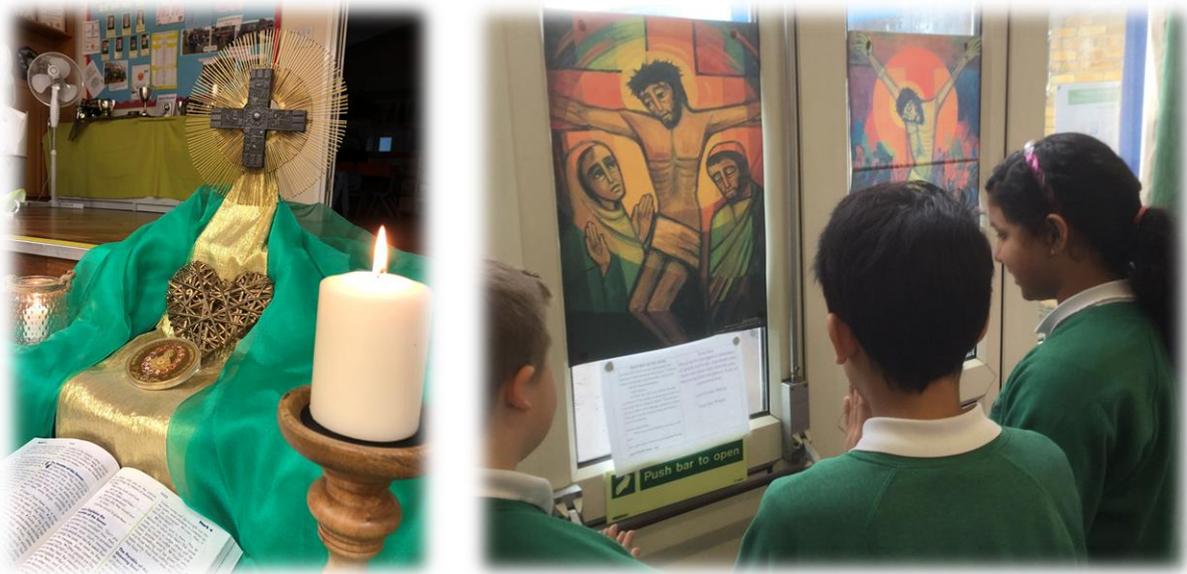
- Modern Foreign Languages (KS2 only)

In addition, although not statutory, the National Curriculum states that 'all schools should make provision for **Personal, Social Health and Economic (PSHE) Education**. PSHE remains an essential aspect of our curriculum planning at St Vincent de Paul School and is a vital tool that enables young people to develop skills and attributes such as resilience, self esteem, risk management and critical thinking through three core themes of Health and Wellbeing, Relationships and Living in the Wider World. From 2020 the relationships and health aspects of PSHE will be compulsory in all schools.

4.0 A GUIDE TO THE SUBJECT AREAS

4.1 RELIGIOUS EDUCATION

Catholic schools, with RE at their core, exist in order to "help parents, priests and teachers to hand on the Deposit of Faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church." (Religious Education Curriculum Directory pvii).



This is planned for in each of the Key Stages, including the EYFS.

The taught curriculum is derived from the Curriculum Directory for Catholic Schools (a mandatory requirement of the Bishops' Conference of England and Wales). The Curriculum Directory builds knowledge and understanding at an age appropriate level about faith from the following broad areas:

- Revelation (scripture & history);
- Church;
- Celebration (sacraments, liturgy & prayer); and
- Life in Christ (the challenges and joys of living a Christian life).

Our planning, rooted in The Curriculum Directory, is based upon a commercially produced scheme, **The Way the Truth and the Life** (published by TERE). This is supplemented by materials drawn from a range of other sources. Although there are textbooks from Year Two as part of the scheme, teachers are encouraged to use these as a starting point for creative and challenging RE which

builds upon the needs, interests and appetite of the learners and within the context of the current day.

Three attainment targets were introduced with the New Standards in RE Document in December 2018. The Bishops of England and Wales have given schools the authority to make use of this new framework when teaching RE should they wish to whilst we await the updating of the Curriculum Directory. The three attainment targets will become the bedrock of our 'no levels' assessment system when it is introduced.

The attainment targets are as follows:

Attainment Target 1: *Knowledge and Understanding ('learning about religion')*

- Developing knowledge and understanding
- Making links and connections
- Understanding historical development
- Using specialist vocabulary

Attainment Target 2: *Engagement and Response ('learning from religion')*

- Engaging with questions of meaning and purpose
- Engaging with questions of beliefs and values

Attainment Target 3: *Analysis and Evaluation ('RE skills')*

- Using sources as evidence
- Constructing arguments
- Making judgements, justifying conclusions
- Recognising diversity
- Analysis and deconstruction

We aim to produce religiously literate pupils who know their way around the scripture and traditions of the Catholic Church and are able to consider how this impacts on their everyday life.



Other Faiths:

Where possible visits to places of worship from a range of world faiths enhance the learning about people of faith in society. Judaism is the starting point for a study of faiths outside of the Christian tradition, using Jesus as a Jew as the context. As the children become older, they increasingly exposed to the concept that Christianity is wider than Catholicism; that all Christians are not Catholic; and that not all people live their lives according to a faith.

RE is not taught in isolation, but as a subject that underpins our daily actions. A rhythm of prayer throughout the school day and the development of a rich tapestry of Catholic Life underpins the RE curriculum at every stage.

The RE curriculum, rigorous in its approach and its development of theological learning, is planned in a creative manner, enabling all pupils to explore faith and experience a deepening relationship with God.

4.2 ENGLISH

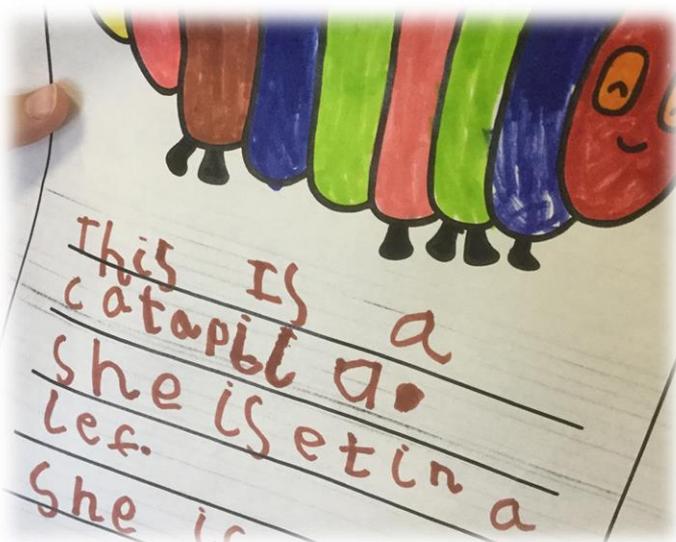
English is an integral and fundamental component of the whole Primary Curriculum. A good literacy education is pivotal for all learning in every curriculum area. Developing good communication skills are at the core of our English curriculum and ensure that children are able to function effectively in everyday life.

The National Curriculum for English divides the subject up into the following areas:

- Spoken language: speaking, listening & responding;
- Reading: word reading;
- Reading: comprehension;
- Writing: transcription: spelling and handwriting;
- Writing: composition; and
- Writing: vocabulary, grammar & punctuation.

English is taught daily and is woven into many other curriculum areas.

The Herts for Learning Planning framework ensures that there is a good coverage of genre and key skills are developed as appropriate. This is the starting point for planning, but teachers are permitted to be creative with it, making it their own in order to suit the needs of learners in their class.



How do we teach reading at school?

There is a daily **PHONICS** session in EYFS & KS1 based upon the Government's 'Letters and Sounds' scheme. We teach 'synthetic phonics' but are aware that some children will require to develop alternative approaches to reading according to need. As children move into Year 3, the phonics focus shifts to its application in spelling although phonics lessons may still continue for classes and for some groups requiring extra input.

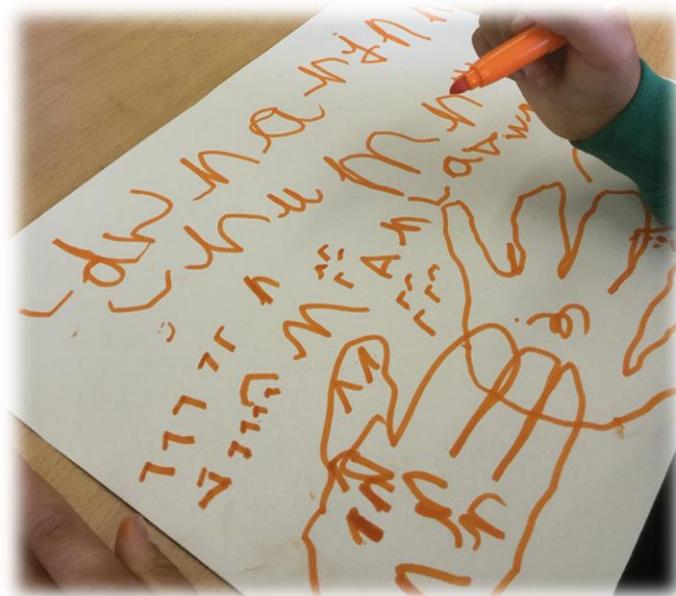
Phonics based reading scheme materials (Jelly & Bean, Rigby Stars & Oxford Reading Tree) are used in EYFS and KS1 and for some pupils in KS2 alongside a range of other reading materials.

We aim to work with parents to develop confident readers who are increasingly independent in their approach to reading.

Individual reading occurs alongside Guided Reading (in groups) and parents are encouraged to support the process through a dialogue in the reading diary. Moving through KS2, the aim is to become a 'free reader', moving away from the scheme, having developed the necessary skills to approach a wider range of reading materials. We aim to develop pupils who enjoy reading and actively engage with texts for personal enjoyment.

In KS2 pupils and staff make use of the Accelerated Reader Scheme in order to track the appropriateness of texts read by children. This data enables the teacher to ensure that pupils are suitably challenged with their reading materials.

How do we teach handwriting?



A pre-cursive script is taught from Year 1, with a stroke that leads in and a tail at the end. In this way all letters start from the line and children are enabled to begin joining letters effectively when ready. Handwriting lessons take place in each class.

An example of the pre-cursive writing script is available in **Appendix 1**. When pupils begin to use pens, a liquid or gel ink is used rather than a biro.

As pupils become more proficient in KS2, a personal joined style is encouraged.

How do we teach spelling?

From an early stage, pupils are encouraged to use their phonic skills in attempting spellings. Certain irregular words need to be learnt. Teachers correct the spellings that pupils should know in their work and target key words for pupils to learn.

Weekly spelling lists are learnt (as homework) and tested from Year 1 onwards. Parents are encouraged to have an active role in this key learning area.

National Curriculum wordlist for Years 3 and 4 and Years 5 and 6 set the standard for spelling. These are available in **Appendix 2**. Spelling lists will include words beyond these lists too.

4.3 MATHEMATICS

The schools makes use of planning materials from Herts for Learning's Essential Maths to deliver the maths curriculum from Yr1 to Yr6. Pupils are taught in mixed ability classes with appropriate differentiation. Where a pupil's skills are advanced, the aim is to delve broader and deeper rather than accelerating to the next year's objectives.



We aim to provide a high-quality mathematics education, providing an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity in mathematical learning. We aim to develop mathematical understanding alongside mathematical processes and set fluency and mastery of key concepts, skills and processes as a key priority. Pupils will learn to reason mathematically and to solve problems by applying their mathematics in a range of contexts.

The National Curriculum divides learning in mathematics into the following key areas that form the basis of our planned curriculum:

- Number: place value;
- Number: addition and subtraction;
- Number: multiplication and division;
- Number: fractions (inc decimals *from Yr 4* and Percentages *from Yr 5*);

- Measurement;
- Geometry: properties of shapes;
- Geometry: position and direction;
- Statistics (using & displaying data) *from Yr 2*;
- Ratio and Proportion *from Yr 6*; and
- Algebra *from Yr 6*

Although a range of calculation strategies are developed, the National Curriculum encourages pupils to work towards some formal calculation strategies for addition, subtraction, multiplication and division. This is further developed in our Calculation Policy.

Pupils begin new concepts developing their understanding through concrete apparatus (e.g. Dienes apparatus or Numicon); move on to representing their understanding through pictorial methods; and then, having developed a solid understanding of the concept are able to work in a more abstract fashion, ranging from expanded to compact methods of recording. Developing reasoning skills, particularly through the use of talk frames and vocabulary prompts is a key aspect of their learning.

Learning Times Tables

The National Curriculum sets the following challenging benchmarks for times tables:

- By the end of Year 2: x2, x5 and x10;
- By the end of Year 3: x3, x4 and x8 (including division facts); and
- By the end of Year 4: All times tables up to 12 x 12 (including division facts).

Pupils are supported to learn their times tables in a range of ways, making use of pencil and paper methods and practising, rote learning, games and on-line apps and resources. Children are also taught to make use of known facts when recalling answers (e.g. $6 \times 7 = 42$; so $12 \times 7 = \text{double } 42$).

Although we encourage the necessary speedy recall of times tables facts, pressure is not put on children when they find this difficult. For those who find instant recall of number facts difficult, teachers look to develop other methods for children to succeed with times tables.

Maths mindset: be positive!

We teach all pupils that 'anyone can do maths' given the right steps for learning and a positive attitude. Please help us to develop this positive mindset. It is so easy as adults when we are unsure to suggest that 'we don't have a maths brain' or that 'the new maths is very confusing'. This doesn't help and only serves to undermine a growth mindset. Please encourage attempts and explain as we do that 'getting it wrong is the start of a learning process that will help us to get it right!' This will really help. **Appendix 3** suggests some phrases to help with developing a growth mindset and resilience in approach to all tasks, not just maths!

4.4 SCIENCE

Through our science curriculum, we aim to develop:

- Scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- Understanding of the nature, process and methods of science through different types of science enquiry that help pupils to answer scientific questions about the world around them; and

- The scientific knowledge required to understand the uses and implications of science today and for the future.

Our science curriculum has been divided into topics with 'working scientifically' being emphasised in all topic areas.

Science is taught thematically for some units, making links across the curriculum where appropriate, and also as an independent subject across both Key Stages.

Experimentation and exploration are key aspects of our science work. Although full experiments may well be carried out, recording will often emphasise just one aspect of the scientific process (e.g. diagrams, results or conclusions) and will not necessarily include the whole experiment. This is to ensure that we teach on the key skills of scientific enquiry rather than tipping the balance to literacy aspects. Needless to say, however, aspects of literacy and mathematics are developed through recording at all levels in science and tasks are used as an opportunity to reinforce such skills.

4.5 COMPUTING

The school devotes considerable resources to both the computing curriculum and to general Information and Communications Technology. There is a specialist computer suite, as well as a trolley of iPads in Key Stage 1 and Key Stage 2.



Alongside the Computing curriculum, we aim to develop and keep fresh useful ICT skills, using applications and programs that are widely available.

We follow the Purple Mash computing curriculum, which is rooted in the 2014 National Curriculum. At the heart of this curriculum are the following areas:

- coding (learning to write, interpret and debug computer programs, using logic);
- managing and using digital content effectively;
- using search technology effectively;
- Selecting, using and combining a variety of software on a range of digital devices;
- Collecting, analysing, evaluating and presenting data and information; and
- using technology safely, respectfully and responsibly

eSafety skills are an essential element of the whole curriculum. Pupils will be prepared to ensure that they have the appropriate skills to remain safe whenever using technology on a range of platforms and devices, including those used at home. SMILE eSafety Rules form an integral part of our eSafety approach. These are included in **Appendix 4**.

4.6 HISTORY

We teach history to develop an awareness and interest in the past and to help children understand the impact of individuals and groups on society over time.

We aim to develop a sense of identity through learning about the development of Britain, Europe and the World and how all nations, regardless of race, class, gender and religious background have impacted upon the world in significant ways.

Through the development of historical skills, **pupils at KS1** will learn about:

- Changes within living memory;
- Significant events beyond living memory (e.g. The Great Fire of London);
- The lives of significant individuals in the past (e.g. Mary Seacole); and
- Significant historical events, people and places in their own locality.

Through the development of historical skills and enquiry, **pupils at KS2** will develop a **strong chronological framework** for events in British, local and world history whilst learning about:

- The Stone Age to Iron Age;
- The Roman Empire;
- Britain's settlement by Anglo Saxons and Scots;
- The Viking and Anglo-Saxon struggle for England up until Edward the Confessor;
- A local history study;
- A theme of British history beyond 1066 (e.g. Remembrance of War);
- Achievement of early civilisations (e.g. Ancient Egypt);
- Ancient Greek life, achievements and influences; and
- A non-European society as a contrast to British history (e.g. Benin).

The topic areas covered by each year group are available in the Curriculum Overview for each Key Stage, available on the website.

History may be taught as a cross curricular subject or in discrete lessons and may be blocked over time to enable good coverage of skills and themes. Visits to museums as a family will often help to inspire an interest in the topics that are being studied.

4.7 GEOGRAPHY

Teaching high quality Geography allows pupils to develop the study of people and places and the interaction between them, preparing them for life in a diverse community and encouraging respect for the environment.

The National Curriculum divides study into the following key themes:

- Location knowledge;
- Place knowledge;

- Human and physical geography; and
- Geographical skills and fieldwork.

The topic areas covered by each year group are available in the Curriculum Overview for each Key Stage, available on the website.

Geography may be taught as a cross curricular subject or in discrete lessons and may be blocked over time to enable good coverage of skills and themes.

4.8 ART

Art provides pupils with expressive and creative opportunities to respond to the world around them. We aim to encourage children to find a sense of enjoyment in visual communications, using a range of media to explore ideas.



Art is also a way of seeing into new worlds, evaluating the work of a range of artists from their own and other cultures.

The National Curriculum requires pupils to:

- Use a range of materials to express their ideas in two and three dimensions;
- Improve their mastery of art and design techniques;
- Reflect upon their work and ideas; and
- Learn about great artists, architects and designers in history.

Whilst discrete skills are taught formally, much of the art curriculum is delivered through cross-curricular themes, linking to other areas of study.

Pupils make use of sketch books to respond to and develop ideas, are exposed to a range of art from different periods, cultures and media and work with a range of materials to express themselves.

4.9 DESIGN TECHNOLOGY

“Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values” (National Curriculum 2014).

Specific skills in the use of materials and tools are developed and pupils are encouraged to research, design, plan, make and evaluate.

As well as the more traditional Design Technology projects, the curriculum includes:

- Construction;
- Textiles; and
- Cookery.

Design Technology is often taught in blocks of time, rather than weekly, in order to ensure that projects can be completed, evaluated and stored easily between lessons!



4.10 MUSIC

Singing is developed in a whole school approach and in individual classes by each teacher as an enjoyable and valuable activity, drawing upon music from both religious and secular domains. As a school, we recognise the importance of group singing for wellbeing.

The National Curriculum for Music ensures that pupils:

- Use voices expressively and creatively in a range of contexts;
- Play tuned and untuned instruments;
- Compose and evaluate compositions;
- Listen to and appreciate a range of music; and
- Develop an understanding of the history of music.

Technology, such as Garage Band, is also used to enhance compositional activities where appropriate.

Music is taught as either a separate lesson or as part of a wider cross-curricular topic according to the needs of the curriculum.

Peripatetic music teachers visit each week during the school day and offers Violin and Brass lessons to pupils in Key Stage 2.

4.11 PHYSICAL EDUCATION

Pupils are encouraged to engage in regular physical activity through the provision of competitive and non-competitive sports. We aim to inspire healthy young people who are able to follow the rules of a game, develop good sportsmanship and set themselves personal challenges.

In Key Stage 1 pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending; and
- perform dances using simple movement patterns.

In Key Stage 2 Pupils are taught to:

- play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance through athletics and gymnastics;
- perform dances using a range of movement patterns;
- take part in outdoor and adventurous activity challenges both individually and within a team; and
- compare their performances with previous ones and demonstrate improvement to achieve their personal best



We are active members of the Stevenage Sporting Futures Team and enjoy regular competitive sporting opportunities with other local schools. Premier Sports are also employed to enhance the curriculum throughout the school.

Regular physical activity is encouraged, not just through opportunities in the formal curriculum but also through materials available during the lunch period. This may include small scale sport equipment, designated areas for football, tennis, netball, basketball and the Golden Mile.

In Year 3, every child has a weekly swimming lesson taught by qualified swimming teachers at the town centre pool. The aim is to get children to the National Curriculum standard over the course of the year.

4.12 MODERN FOREIGN LANGUAGES: FRENCH

French is taught from the start of KS2, using specialist teachers on a rolling cycle. Children begin developing oral and aural skills and soon develop reading and writing skills.

The aim is to develop a love for languages and a desire to extend their knowledge of languages further as they move through the school. It is expected that there will also be some incidental teaching of French by class teachers between lessons and over time. The subject lead supports staff with regular information and resources relating to French based upon what the children have been learning.

4.13 PERSONAL, SOCIAL, HEALTH and ECONOMIC (PSHE) EDUCATION

Although not a statutory subject, the National Curriculum states that all schools should make provision for it. PSHE has always been at the heart of our curriculum, preparing pupils for the opportunities, responsibilities and experiences of life.

It is a subject that enables children to keep themselves safe, happy and balanced in approach to daily life. The subject is used to reinforce a philosophy about dealing with power imbalances, bullying, friendships, eSafety and daily interactions. It is used to encourage effective goal setting and to develop resilience and resourcefulness in approach to common everyday problems, directing pupils towards appropriate support.

This may be delivered in the form of weekly or blocked lessons and includes the opportunity for 'Circle Time' and 'Protective Behaviours' work. As part of our approach to keeping children safe, pupils review their 'hand network' each half term and, through this, are encouraged to think about the individuals that they can turn to when they are in need of advice or support in a range of situations (information about recording a 'hand network' is included in **Appendix 5**).

There is a separate policy for the teaching of Relationships and Sex Education (RSE). This is based upon the Advice of Diocesan Trustees and is rooted in our faith values.

5.0 BRITISH VALUES

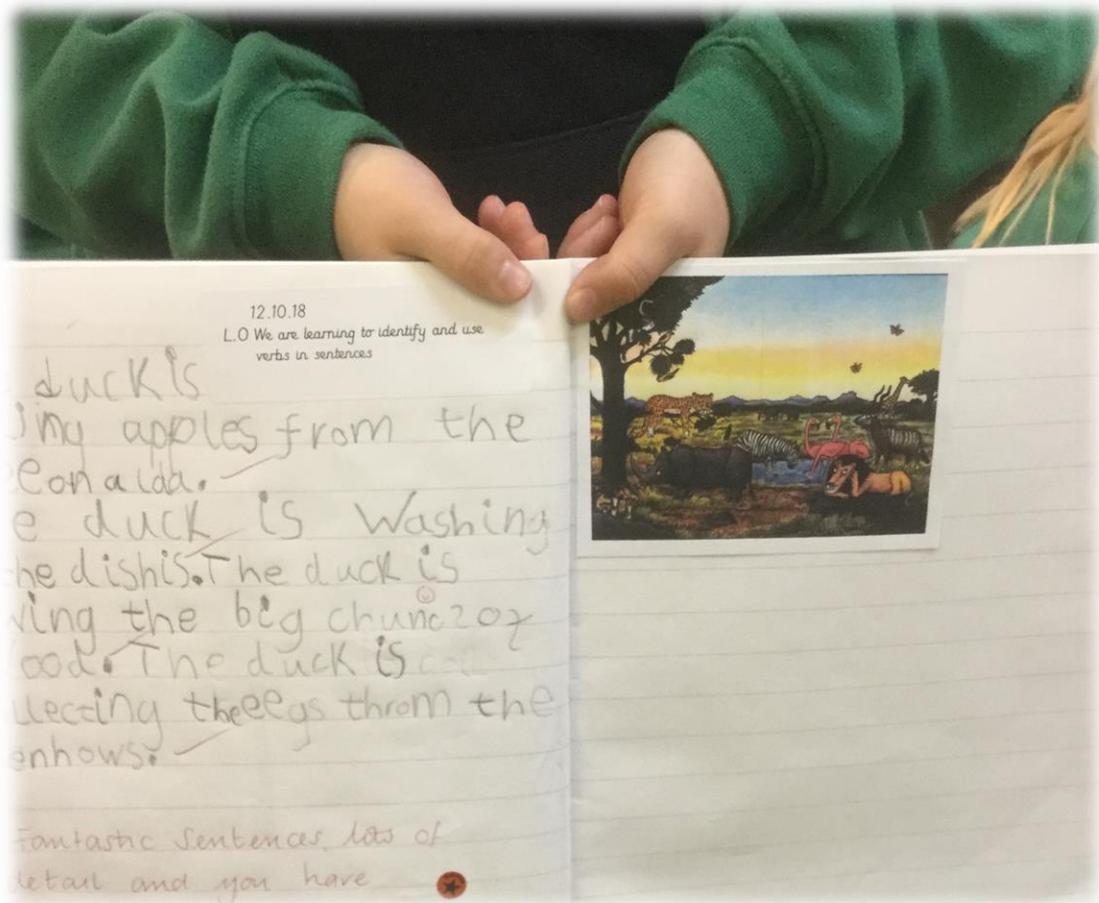
The four aspects of 'British Values' are addressed throughout the curriculum and daily life at school.

- democracy;
- the rule of law;
- individual liberty; and
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

They are unpacked further in our 'British Values Statement' which is available on the school website.

6.0 FEEDBACK and ASSESSMENT

In order for learning to be effective, feedback must be carefully provided in a timely manner. Feedback will be given in a range of forms from a range of individuals: a teacher, a teaching assistant, a volunteer, a trusted peer or even from one's self. It may be written or spoken and there is no expectation as to frequency, however, all learners have the right to relevant and frequent feedback in one format or another. Where verbal feedback is given, there is no expectation that this is recorded, unless the aim is to help the learner or the future assessment procedure. It should always be given in a timely manner and should be sensitive to the needs of the learner, encouraging a growth mindset. It should aim to recognize success, build confidence and bridge future learning necessary for continued success. It may relate to knowledge, skills, attitudes to learning or learning behaviours. Wherever feedback is given, time must be given for pupils to explore, unpack and plan next steps from it. On occasions they may also record their response to it, but this recording may not always be necessary. Evidence of the impact of feedback should be obvious in future learning; this is what we call 'progress'.



Formal assessments are carried out in reading, writing, maths and science and these are recorded using the Assessment Manager 7 (AM7) tracking system along with HertsforLearning assessment criteria each term. In addition, formal assessments of RE are recorded termly using the Diocesan Standards Framework through the AM7 data collection system. Assessments in the Foundation Subjects of the National Curriculum are recorded at the end of each Year using the AM7 system.

National Assessments are carried out, according to Government protocols, and subject to LA guidance and moderation, at the end of the Early Years Foundation Stage (Early Years Foundation Stage Profile); at the end of Year 1 in Phonics (Test); at the end of KS1 in Reading, Writing, Maths & Science (all Teacher Assessment); and at the end of KS2 in Reading (test), Writing (Teacher

Assessment), Maths (Test) & Science (Teacher Assessment). From 2019, the statutory times tables checked will be carried out in the Summer term of Year 4.

7.0 LEARNING BEHAVIOURS

Effective learning behaviours are essential to the success of our curriculum and are at the centre of all that we do.

Based upon the research of Professor Guy Claxton, a philosophy of Building Learning Power, underpins our approach to all subjects. Children are encouraged to be **R**esilient, **R**esourceful, **R**eflective and **R**eciprocal in their approach to life, learning and challenges.

Currently the four 'Rs' are used to develop 17 characteristics of learning as follows:

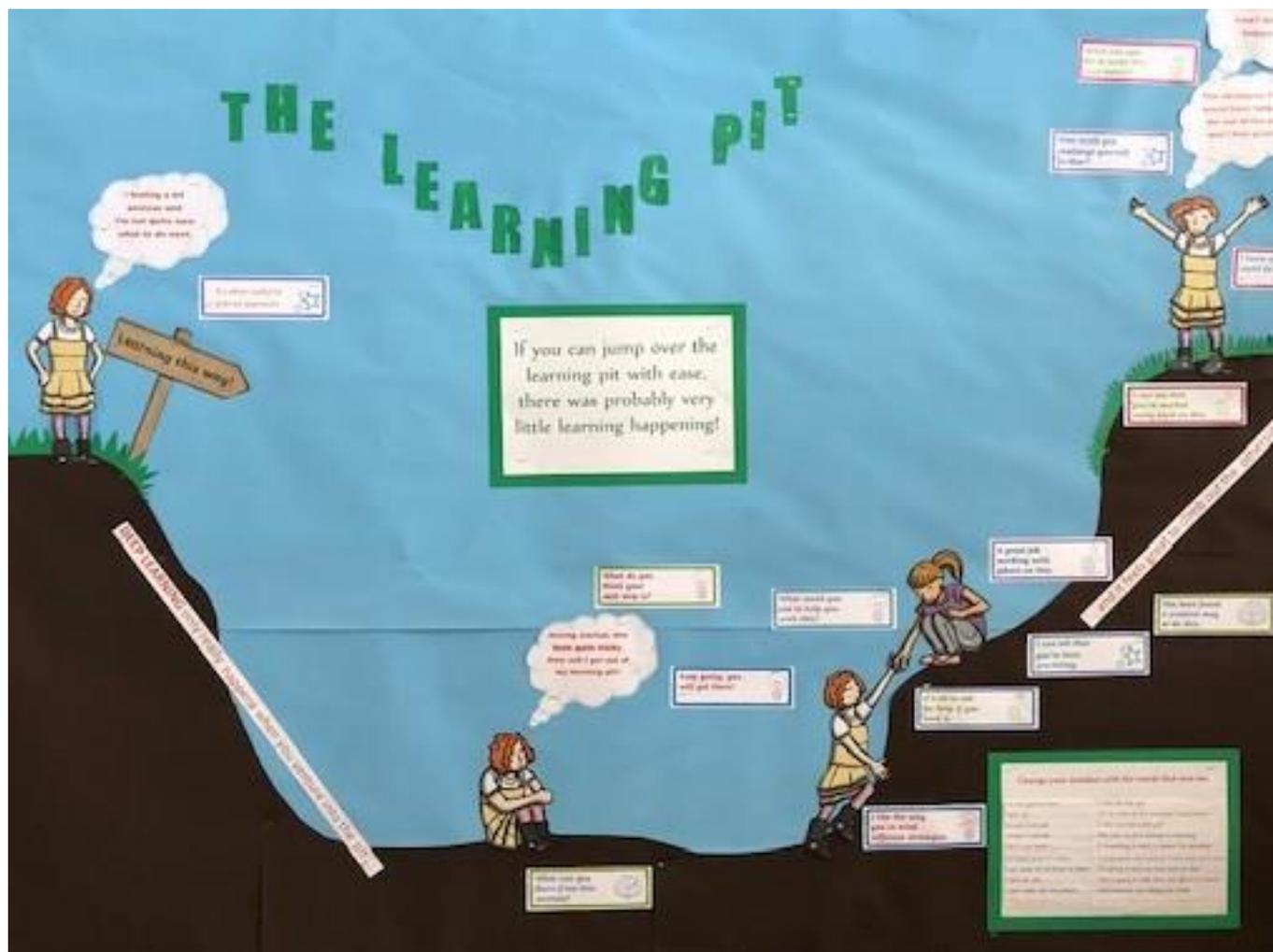
<p>Resilience</p>	<p>Being ready, willing and able to lock onto learning, even in the face of shifting feelings & distractions. Absorption: being engrossed in your learning. Perseverance: keeping going in the face of difficulties. Managing distractions: creating your own best environment for learning. Attentive noticing: immersing self in patterns, details and nuances of what is going on; being perceptive.</p>
<p>Resourcefulness</p>	<p>Being ready, willing and able to be proactive and smart in learning; making flexible use of resources. Questioning: being curious & puzzling things out. Making links: making connections between events & experiences; looking at the bigger picture. Imagining: playing with possibilities creatively. Reasoning: organising systematically and critiquing sensitively own and others' arguments. Capitalising: drawing on all kinds of external resources (books, internet, other people) to support thinking & learning.</p>
<p>Reflectiveness</p>	<p>Being ready, willing and able to be strategic about learning; have a good sense of 'me as a learner'. Planning: thinking about what I will need; future steps. Revising: being flexible as learning progresses; changing ways. Distilling: mulling over learning; taking on board learning for future tasks & being a 'learning coach'. Meta-learning: being able to talk about how we learn.</p>
<p>Reciprocity (relationships)</p>	<p>Being ready, willing and able to learn from and with others, as well as on own. Interdependence: knowing what balance of sociable and solitary suits the learner. Collaborating: being a good team player, able to draw on the strengths of the group. Empathy & listening: being ready to put yourself 'in others' shoes' in order to enrich the learner's experience. Imitation: being open to other people's smart ways of thinking and learning.</p>

Over time as a school we hope to refine and develop these so that they suit the needs of all of our learners and learning situations.

8.0 THE LEARNING PIT MODEL (see Appendix 6 for further details)

(Based upon the work of James Nottingham)

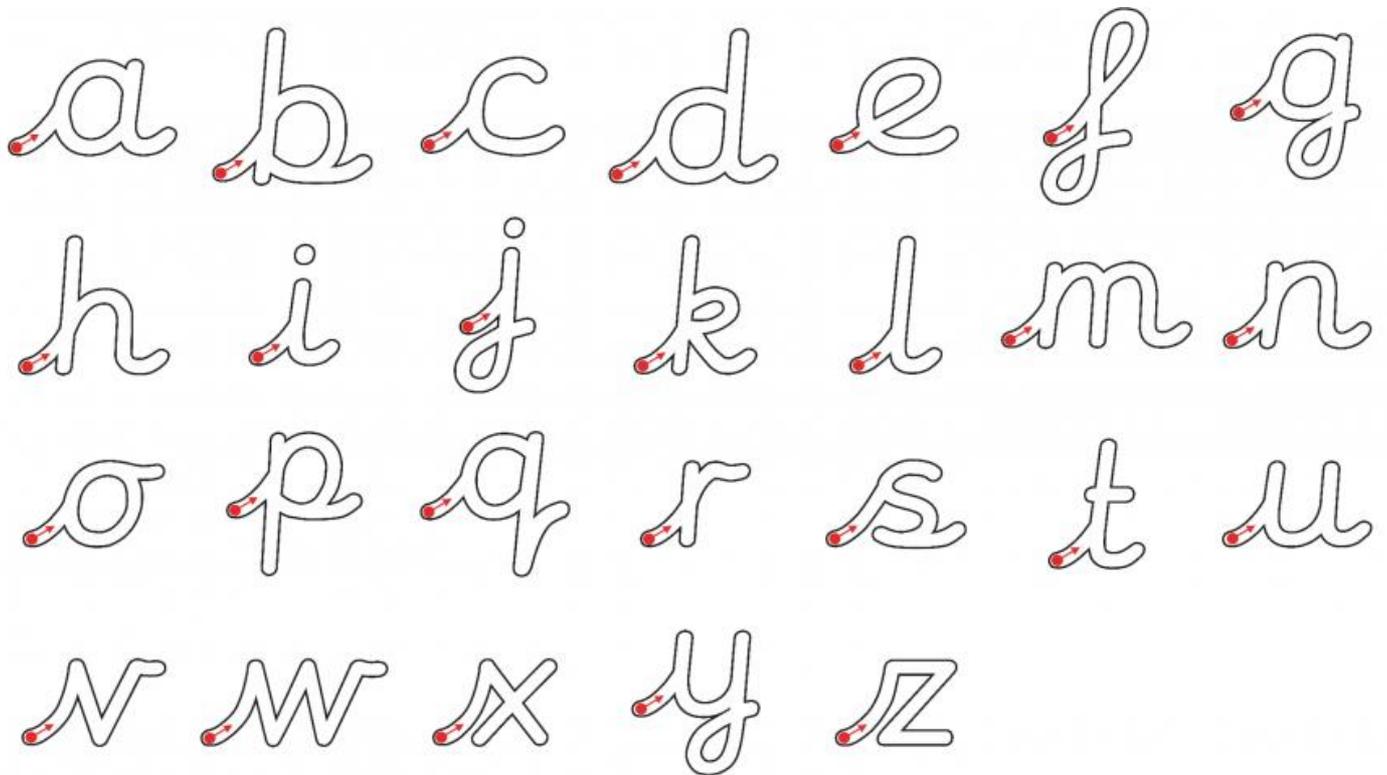
This is used to describe the necessary struggle of learning. Pupils are encouraged to recognise that if they jump over the pit (without the struggle) there has probably been no significant learning. To have been in the pit and to have drawn on some of the 17 learning characteristics to help scaffold a way out of the pit, is the sign of deep learning. As such mistakes at St Vincent de Paul School are used as new learning opportunities and are seen as a necessary part of the learning struggle.



Staff use this to model to the children how to ensure that learning is deep and to make decisions when they feel stuck in the 'pit'. Over time we hope that children will become more accomplished at using the language of the learning pit model when talking about their approaches to learning.

Appendix 1

Handwriting Script from Year 1 onwards



Appendix 2

Spelling Wordlists – National Curriculum Expectations at KS2

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

STOP SAYING "You are so smart" AND START SAYING...

1. You tried really hard on that.
2. You never gave up, even when it was hard.
3. You have such a positive attitude.
4. You have really improved on _____.
5. What a creative solution to that problem!
6. You work very well with your classmates.
7. What a great friend you are!
8. I love how you took ownership of that!
9. That was a very responsible thing you did.
10. I like the way you are doing _____.
11. I admire the way you _____.
12. You really handled that situation well because _____.
13. It was brave of you to _____.
14. I love that you are always prepared for class.
15. You did a great job of helping _____ with her assignment.
16. You have taken great care of your desk/locker/book.
17. You remembered to bring _____ to class! Great job!
18. I know I can trust you because _____.
19. I can tell you studied very hard!
20. I appreciate how helpful you were when you _____.
21. You did a great job of participating today!
22. I could tell you worked well with your group because _____.
23. It is so nice that you value other people's opinions.
24. I can tell you tried your very best because _____.
25. You really encouraged your classmates today when you _____.
26. What a creative way to solve that problem!
27. You are not afraid of a challenge! I like that!
28. You thought of that all by yourself!
29. You remembered to _____ (specific skill)! Great thinking!
30. I am so proud that you made that choice.



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Appendix 4

SMILE rules for eSafety

eSafety Rules



Staying safe means keeping your personal details private, such as full name, phone number, home address, photos or school. Never reply to ASL (age, sex, location)

Meeting up with someone you have met online can be dangerous. Only meet up if you have first told your parent or carer and they can be with you

Information online can be untrue, biased or just inaccurate. Someone online may not be telling the truth about who they are - they may not be a 'friend'

Let a parent, carer, teacher or trusted adult know if you ever feel worried, uncomfortable or frightened about something online or someone you have met or who has contacted you online

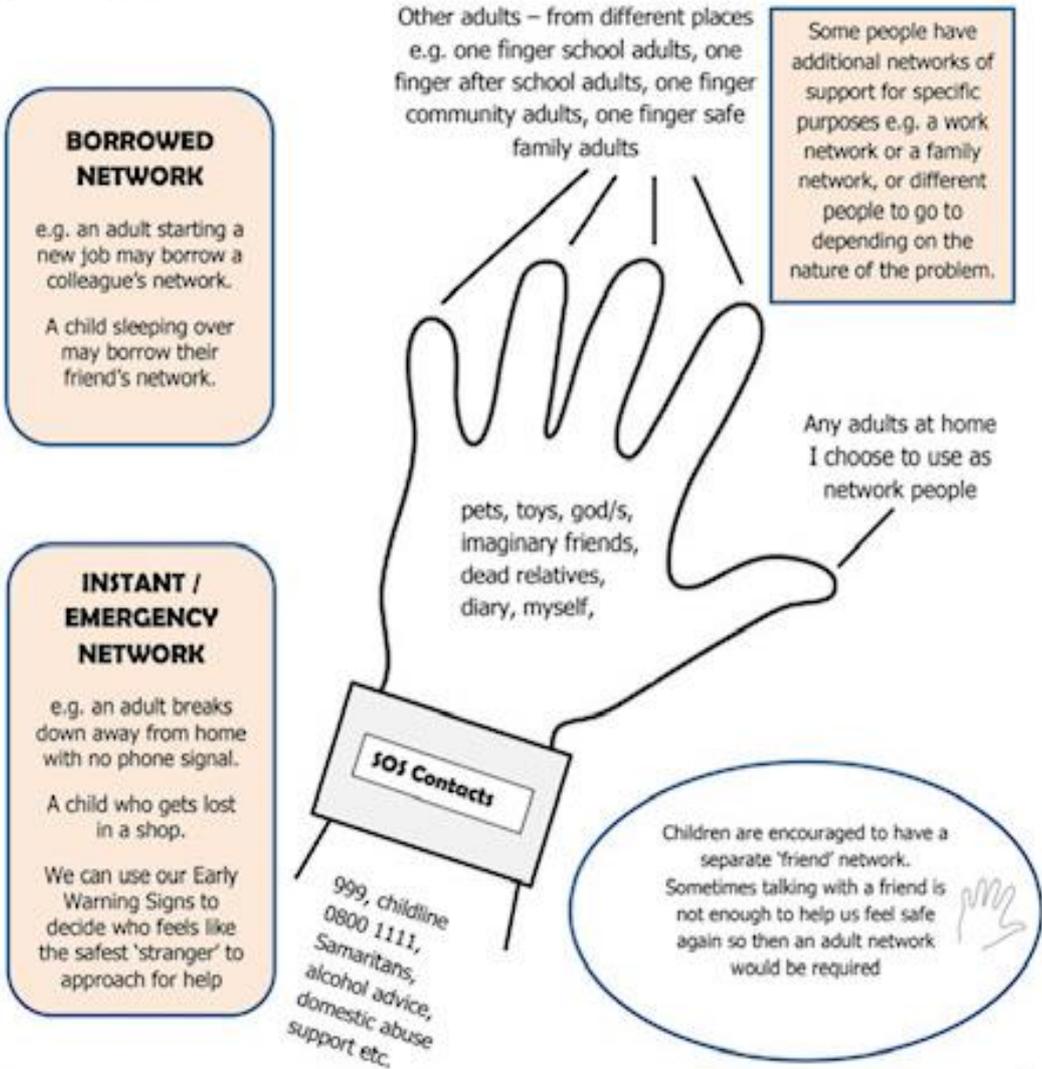
Emails, downloads, IM messages, photos and anything from someone you do not know or trust may contain a virus or unpleasant message. So do not open or reply

Appendix 5

Explaining Hand Networks

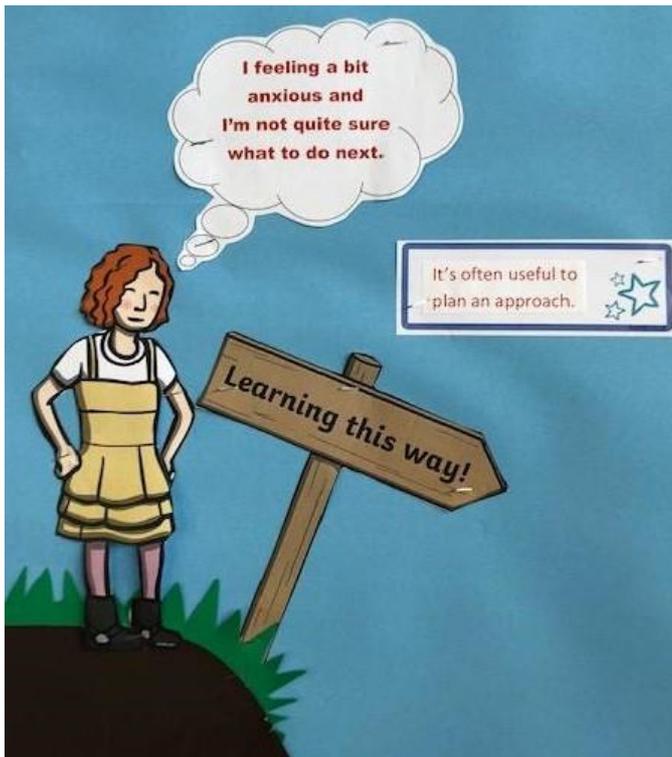
Each child updates their hand network each half term as those we are in contact with, or are able to trust, may change. This is a practical and visual way for children to remember the trusted adults that can help them at different times, in a range of different settings. The image below is adapted to the needs of our children. The comfort 'devices' in the palm of the hand for our children will of course include elements of faith such as God & prayer; the SOS devices will include Emergency services (999), non-emergency services (101), childline (0800 11 11) and the NSPCC website and chat facilities.

A suggested network may include 4 adults we have regular contact with in addition to any adults we may have at home and choose to use. Spaces can be seen as 'situations vacant' so we can be considering people we meet who may be able to be network people for us in the future.

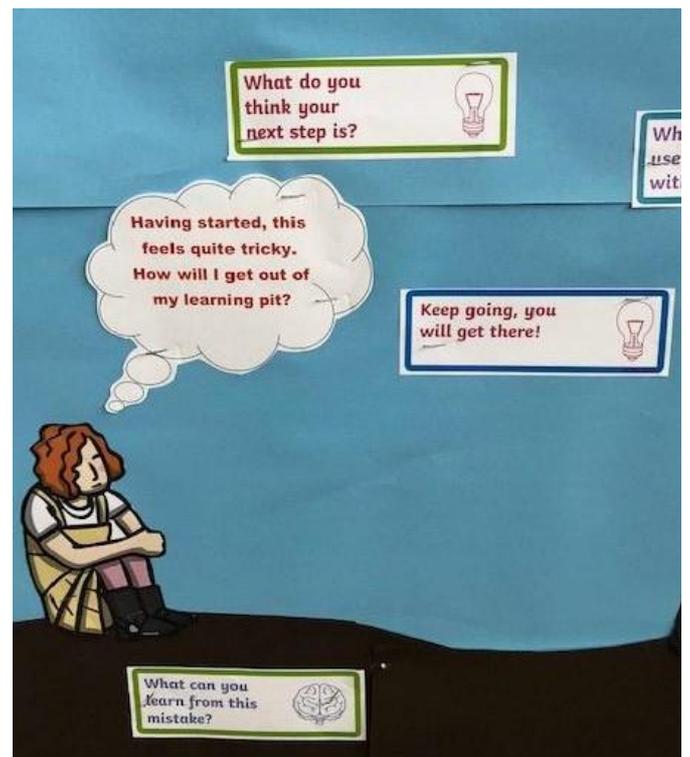


Appendix 6

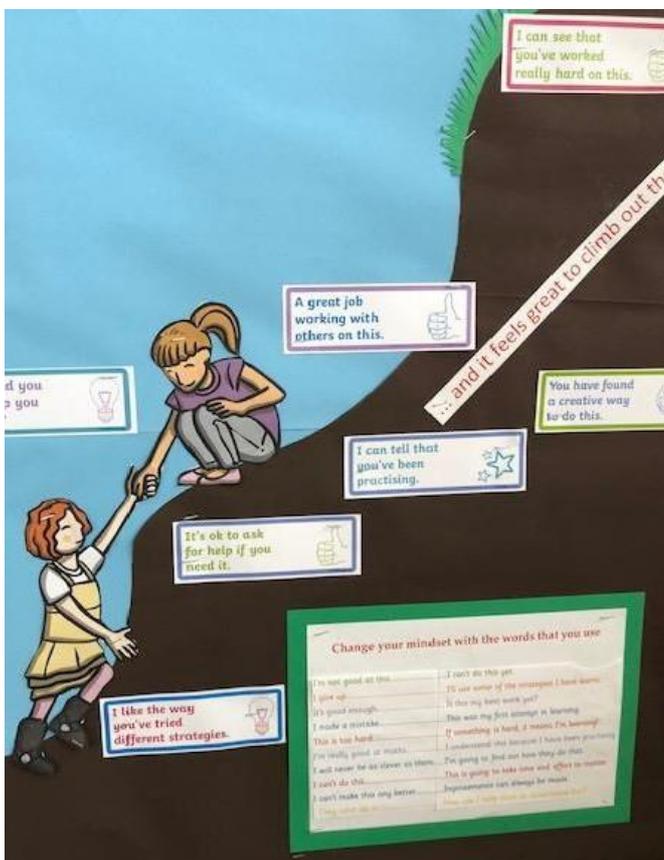
The Learning Pit (based upon the work of James Nottingham)



1. Getting ready to learn



2. In the learning pit, feeling the struggle



3. Finding a way out of the pit



4. The feeling of 'deep learning'

The Learning Pit model may be adapted in a number of ways in order to suit individual classes and the needs of the learners

