



# LAVANT C of E PRIMARY SCHOOL



## Universal Offer EYFS and Key Stage One

### Curriculum

- Engaging environment with open ended resources incorporating natural and authentic materials.
- Engaging Learning Power characters so the children can talk about their learning.
- Celebrating individual achievements in work and in play.
- Resources available to self-select – all children are encouraged to use the resources.
- Learning objectives in books (WALT)
- EYFS – play based and Tell Me about your learning this week.
- Exciting hooks to launch the learning focus for the Learning Journey.
- Carefully sequenced Learning Journey- hook and purposeful end goal, designed to engage and inspire pupils.
- Timelines and maps to support ongoing knowledge of history and geography.
- Exciting range of texts which support the children to explore the curriculum further.

### Maths

- Appropriate maths vocabulary displayed
- Various methods are demonstrated
- Stem Sentences for each of the four operations
- Daily Fluency allows children to revisit previous learning away from the point of teaching.
- Children access the maths resources during their play and for them to choose to support their learning.
- Access to Numbots, TTRockstars, Doodle, and Busythings.

### Writing and Reading Journey

- Hook into learning
- Vocabulary explored
- Challenging texts
- Modelled writing process
- Writing Frames
- Picture prompts
- Word Mats
- Sound Mats
- Tricky words
- Opportunities for writing during play – independent writing
- Marking –green pen for editing and verbal feedback in the moment.
- Phonics display
- Decodable books
- Wide range of resources to support reading, writing and language development.
- Animaphonics phonic scheme



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## **General classrooms**

- Visual timetable
- Mixed and flexible groupings
- Working walls
- End Goals are clear
- All children have a voice
- Interventions as appropriate
- Pre teaching
- Behaviour for Learning
- Pens and Pencils, paper
- Daily Phonics
- Technology to support children to record their learning e.g. talking tiles, iPads, laptops.

## **Universal Offer Key Stage 2**

### **Curriculum**

- High expectations and appropriate challenge for all pupils
- Clear LTP – ensuring broad and balanced curriculum offer
- Bespoke learning journey planning, including a hook and purposeful end goal, designed to engage and inspire pupils.
- Rich texts woven into core learning
- Stand-alone learning progressions using high quality schemes and resources
- Engaging learning environments and working walls linked to current Learning Journeys or maths progressions.
- Subject specific progressions of knowledge and skills
- A range of homework activities and opportunities provided for all pupils
- Wide-ranging “enhanced curriculum” offer including key elements such as forest schools, Golden Learning Opportunities, etc.
- Regular assessment impacting learning (including baselines and end of unit assessments)
- Celebrations of learning both in class and as a whole school on a weekly basis

### **Maths**

- Emphasis on small-step progressions and strong conceptual understanding.
- Planning and delivery based on a “Mastery Maths” approach to learning
- A variety of strategies are modelled in maths
- Children are provided daily opportunities to practice fluency, reasoning and problem solving.
- Learning walls with vocabulary support pupils’ learning
- Strong (and appropriate) emphasis on concrete, pictorial and abstract mathematical representations.
- Self-assessment embedded in all lessons.



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- Range of high quality resources used when planning, including WRM, NCETM and Nrich, for example.
- Fun and engaging tasks used to promote love of maths.
- Key documents support teachers planning and use of consistent wording for arithmetic concepts.
- Key learning platforms accessed by all children to support fluency skills.

## **Writing**

- Learning walls with vocabulary and spelling support in English
- Regular modelling of writing in all classes
- Access to wide range of resources to support writing – e.g. word mats, iPads, thesaurus, dictionaries, talking tiles etc.
- Quality Texts are used to engage children and provide high level of interest.
- Self-, peer- and other forms of assessment used regularly
- Same marking and feedback symbols used throughout Key Stage
- Regular opportunities to edit and improve (including explicit teaching)
- All children have access to own laptop to practise touch typing, writing, editing and publishing skills
- Word of the day shared with pupils to enhance vocabulary
- Finished / published work celebrated within class or the wider school community (to include children of all abilities)

## **General Classrooms**

- Visual timetable in all classrooms
- Emphasis on spelling and reading every morning, including Guided and Whole Class reading
- Flexible groupings in all areas of learning
- Pre-teaching where appropriate
- Assessment of prior learning to inform planned steps.
- Excellent knowledge of pupils in class
- Active learning opportunities
- Enrichment opportunities – hooks / trips / visitors / sports / arts / music / clubs
- All pupils have access to high quality feedback.
- Live marking provides in the moment feedback about how to improve
- Children have access to a range of resources at all times.
- Targeted interventions within and outside lessons.