

Cedar Park School and Nursery

Teaching and Learning Handbook

Vision, Culture, Principles and Behaviours



We have three guiding principles that should be central to everything we do:



The children chose behaviours that they felt best embodied our principles:



We model and recognise these behaviours wherever and whenever we can. Every child has the opportunity to win housepoints, stickers and achievement awards for demonstrating our behaviours.

LEARN- Curriculum Mission Statement



Our long-term curriculum design, medium term unit planning and lesson planning all need to be working towards achieving our mission statement. Our curriculum should be/have:

Life Long- We want children to remember the skills, knowledge and concepts that they learn and are exposed to. Our curriculum is layered in a way that enables children to build long-term memory.

Engaging- Life-long learning is made possible by engaging our pupils in their learning. We want to immerse them at the beginning of units with strong, memorable hooks, and then keep engagement high with carefully planned lessons.

Accessible- Learning should be for everyone and accessible to all, no matter what the children's starting point or what their barriers to learning might be. We adapt teaching and learning so that children are able to meet objectives.

Responsive- Our staff are responsive to the needs of the children. They use their assessment to tailor future planning, Check In sessions and High Five activities. Our pupils are responsive to the feedback given to them by the staff. This may be live during lessons, during Check In or through written feedback.

No Ceilings- Our vision for the school is for there to be 'no limits'. Part of this means no restrictions put on children. We strive for every pupil to succeed by opening up opportunities and possibilities.

Improving Teaching

All teachers will have access to our CPD. There are different types of professional development.

Professional Learning Community (PLC)	A group of teachers meet to discuss a specific teaching technique. It might be that they are sharing good practice or problem solving. A PLC may take place on the back of the group observing each other beforehand.
Coaching	Each teacher will be assigned a coach. This coach will observe teaching before pin-pointing a teaching technique as a goal. The coach and coachee will use StepLab as a tool to help improve teaching within this one teaching technique.
Good Practice Observation	When a teacher observes learning within a colleague's classroom or within a classroom in another school- usually to demonstrate one particular teaching technique.
Modelling	A senior member of staff may request to model a specific teaching technique within a teacher's own classroom.
Staff meeting or INSET	The majority of staff meeting and INSET time is dedicated to professional development. Usually, these sessions are delivered to the whole teaching staff.
CAP Triads	Similar to an in-house PLC, but a triad is formed from three colleagues from within the Chiltern Area Partnership of 12 schools.
ECTs	ECTs will be assigned a mentor, who they will meet with on either a weekly or fortnightly cycle. They will also receive more intensive support in terms of modelling and Good Practice Observations.

Monitoring Teaching, Learning and the Curriculum

As well as to above model, which does involve some specific learning observations, there will be other times in which school leaders monitor teaching, learning and the curriculum.

Informal Learning Walk	A leader walking around the school to get a feel for a specific area of learning or the curriculum. Staff will usually receive feedback relating to a learning walk within a staff meeting.
Internal Audit	An in depth look at a specific area, usually linked to the School Improvement Plan. This will take longer than a learning walk and will include learning observations, looking at children's work, pupil voice, staff voice and, where applicable, analysis of assessment data. Audits will be discussed at leadership meetings and Full Governing Board meetings. Feedback might be relayed to individual teachers/leaders and/or to all teachers at a staff meeting.
External Audit	Much the same as the above but carried out by somebody that does not work at Cedar Park. This could be a Local Authority Advisor or a specific education consultant.
Formal Observation	Formal observations of lessons are limited to ECTs and to staff who are on a support plan.

Timetables

Below are the timings of the school day:

08:30	Children are allowed onto school site
08:40	Check In and pre-teach begins
08:50	Register needs to be taken
09:00	Lessons begin
10:45	Morning playtime
11:00	Lessons continue
12:00	Lunch
13:00	Afternoon lessons begin
14:00	Year 1 have an afternoon playtime
14:45	Assembly or end of day activity
15:10	School day ends

Nursery class start school at 08:45 and finish at 15:05.

Below is an example of a class weekly timetable. These will differ based upon the age of the children and will be given to teachers before the new term starts.

	8.40-9.00	9-9.40	9.40-10.45		BREAK	11.00 – 12	LUNCH	1-2		2-3	
Monday	Check-in	Reading	Phonics	Writing		Maths		Check-in	Science	Handwriting	Assembly
Tuesday	Check-in	Reading	Phonics	Writing		Maths		Check-in	PE	PSHE	
Wednesday	Check-in	Reading	Phonics	Writing		Writing		Check-in	Computing	Handwriting	RE
Thursday	Check-in	Reading SM	Phonics SM	Maths SM		Maths SM		Check-in	Autumn 1: History Autumn 2: Geography SM	PE SM	Assembly
Friday	Check-in	Reading	Phonics	Writing		Maths		Check-in	Library	Autumn 1: Art Autumn 2: Music	Assembly

At Cedar Park, we believe consistency is key. Therefore, the class timetable should be adhered to at all times unless there is a school event taking place that does not allow for your usual timetable to be followed. Please speak to a senior leader regarding any timetable changes or variations to timings.

Quality First Teaching

We have defined Quality First Teaching as the following:



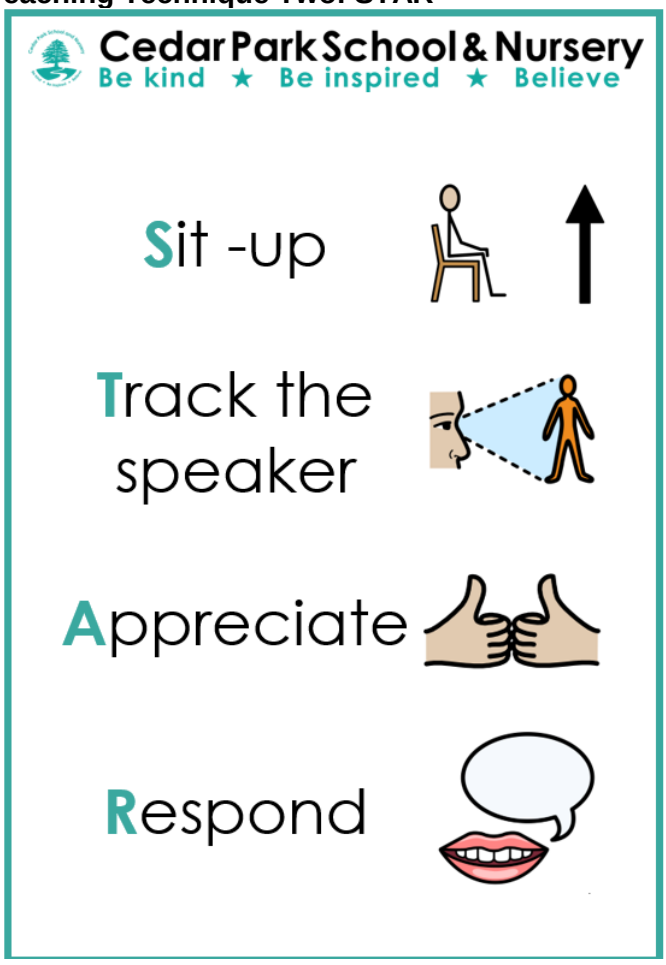
Teachers can request support with Quality First Teaching or may choose to use our coaching cycle to refine skills in one of the areas. We are all looking to improve, wherever we are in our career and regardless of our years of experience.

The Cedar Park Way

Teachers are currently co-constructing a 'The Cedar Park Way'- a collection of Teaching Techniques, inspired by the evidence and research of Doug Lemov. The list of Teaching Techniques will continue to grow, as we develop our consistent practice across the school. Teaching Techniques should be seen in all classes every day.

Teaching Technique One: 100%
Teachers expect 100% compliance from children for all instructions given in class and will wait for this to be achieved. This could be 'hold up your purple pen' or 'close your text book'. It also works well with non-verbal instructions, with children simply following an action started by the teacher.

Teaching Technique Two: STAR



We expect pupils to sit up straight and to track the person speaking in class, as a mark of respect and to demonstrate that they are listening. Children appreciate what a peer has said by either giving them a

thumbs up or nodding their head. Responding is part of Teaching Technique Three, which is Habits of Discussion.

Teaching Technique Three: Habits of Discussion
There are four elements to habits of discussion:

1. The instigator- the first person to speak. This will be determined by the teacher, either using cold calling or hands up.
2. The builder. Children can choose to build on what a peer has said by making a building block seat signal with their hands.
3. The challenger. Children can challenge a thought, opinion, answer or concept by shaking their hand (palm facing the floor).
4. The summariser. Children could be asked to summarise a discussion or concept. Again, this could be chosen by the teacher using cold calling or hands up.

In EYFS and Year 1, children may only be using one or two of the roles above. Classes should have sentence starters displayed in class to support children's discussion skills.



Teaching Technique Four: Silent Solo

Pupils are given 30 to 60 seconds to record their thoughts on a question, concept, challenge or argument that is posed by the teacher. Children should write their thoughts on a whiteboard, with the adults circulating the room to look at what is being written. In younger classes, the Silent Solo could be a thinking task rather than asking them to write anything down. This exercise should be done it absolute silence and be independent.

Teaching Technique Five: Turn and Talk

Pupils are set a question or a talk topic and will be given roughly 15-30 seconds to discuss this with their Turn and Talk Partner. The teacher should use the words 'Turn and Talk' or use a hand signal (palms facing the students moving to palms facing each other) to start the Turn and Talk. A stop signal should be given to signify the end of the Turn and Talk and 100% of students need to be ready to share theirs or their partner's thoughts once the Turn and Talk is complete.

Teaching Technique Six: Cold Calling

On the back of either a Silent Solo of a Turn and Talk (or both), the teacher will Cold Call upon a student in the class to answer the question or share their thoughts. There is no need for hands up and all students should be aware that they could be Cold Called upon at any time in the lesson. Teachers can re-word or scaffold the question if a pupil cannot answer. Alternatively, they can ask them to share what is on their whiteboard post a Silent Solo or ask them to share what their partner has said in a Turn and Talk.

Teaching Technique Seven: Do It Better

When an expectation is not met, pupils have to Do It Better. This is done immediately, calmly and without emotion. It is not a telling off or a sanction. It is practice, refinement and high standards made visible. Example:
That time we had some people not holding up their purple pen.
Let's Do It Better. This time, when my pen is held up by my head, 100% of pens will also be held up by your heads.

Teaching Technique Eight: What To Do

The technique of giving specific, observable and actionable instructions to pupils, instead of vague or negative ones. Instead of:
Stop chatting
Behave
Get ready

Say:
Eyes on me
Track the speaker
Pens down, hands empty
Stand up silently behind your chair

Directions should be positively framed; be observable and actionable; be broken into sequential steps; be concise and brief.

Teaching Technique Nine: Tight Transitions

Using What To Do, we can create Tight Transitions, that reduce loss of learning time.

1. *Stand up silently behind your chair*
2. *Walk silently to your place in the assembly line*
3. *Staying silent, face me*

Stop Signals

At Cedar Park, we have 3 ways of getting children's focus to return to the teacher:

1. Bell rung, children put their hands on heads
2. Adult raises hand and pupils follow their lead (totally non-verbal)
3. '123, eyes on me'

Check In



Check In begins every school day. It is designed so that children can do any of the following:

- Catch up on incomplete work
- Correct work that was completed previously
- Up-level work
- Take part in a knowledge organiser activity that helps long-term memory.

For those children who none of the above apply, maths fluency should be the focus for the Check In period.

Teaching Assistants will supervise Check In Monday to Thursday, to allow teachers to pre-teach the most vulnerable learners in the school.

High Five



High 5s are placed at the beginning of every lesson and are used for children to trigger prior learning. High 5s can be as short as the teacher asking a simple question; asking the children to look at an image that triggers previously taught knowledge/concepts; an activity like a quiz or sequencing that may last up to 5 minutes. A High 5 should never exceed 5 minutes.

Early in a unit of learning, a High 5 may help children to trigger prior knowledge from a previously taught unit or year group. As a unit progresses, High 5s may help children to trigger prior knowledge taught earlier in that unit itself.

High 5s are a great way to demonstrate to children that what has been learnt previously will help them with what they are about to learn, and that, what they are about to learn will help them with what they will learn in the future.

High 5s begin with teachers asking *'What time is it?'* and the pupils replying with *'High 5 time!'.*

Learning Objectives

Every lesson has a learning objective, which should be shared with all of the children right after the High 5 has been completed. It might be that the objective is shared verbally or it might be shared both verbally and in written form somewhere within the classroom.

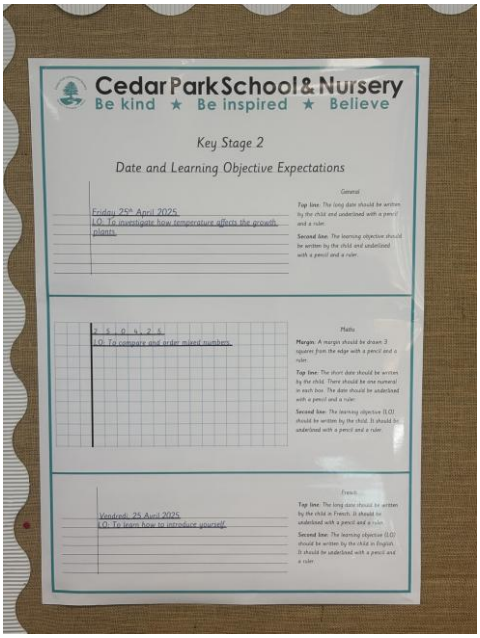
All learning objectives should be written, or printed for the children, in the children's book like the example below:

LO: to monitor growth of sunflowers to help me understand what supports them to grow most quickly.

All activities that children take part in during the lesson should be enabling them to demonstrate that they have met the learning objective.

Presentation Expectations

We believe it is really important that children take pride in the presentation of their work and a consistent approach that goes across all classrooms enables them to develop good habits around work presentation.

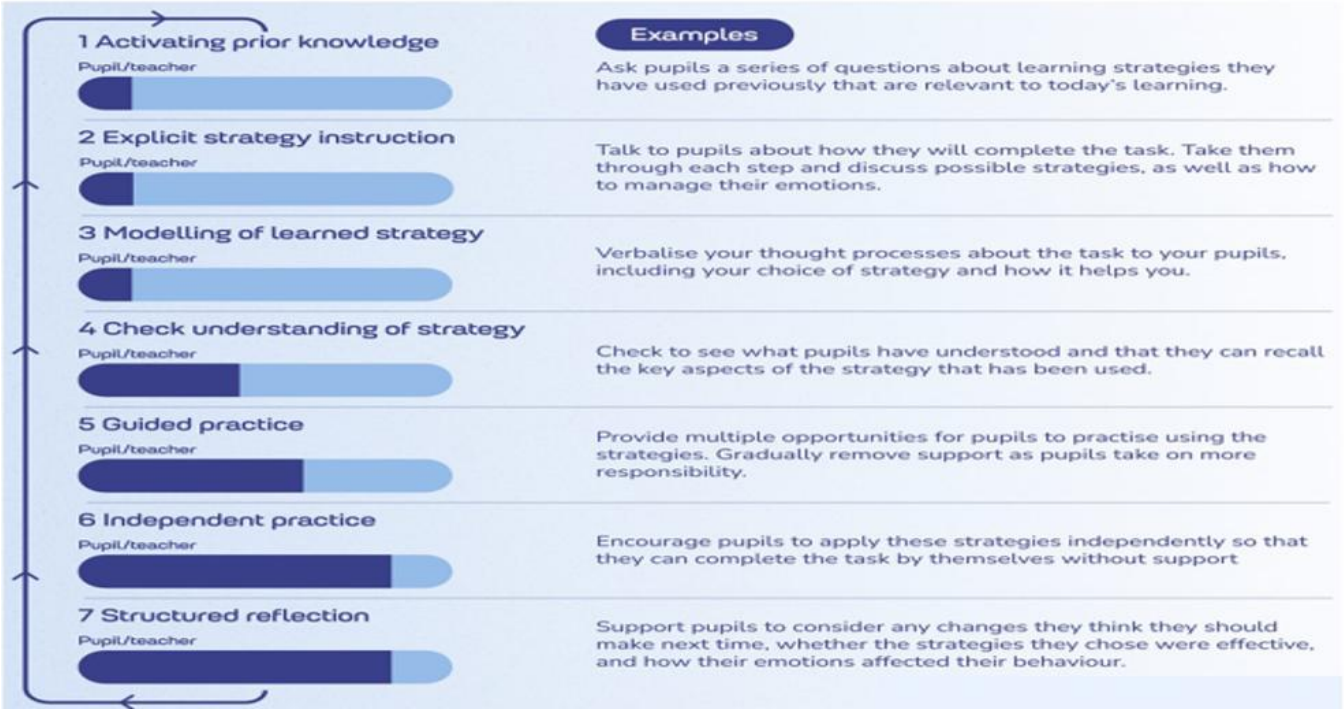


All classrooms display presentation expectations like the example above. All staff should be insisting that every child is following the agreed expectations, unless there is a learning barrier, which means it is not in the child's best interest to do so.

Modelling Learning- I Do, We Do, You Do

At Cedar Park, we think it is crucial to model learning and independent tasks to our children. We do this through a 7-step process. The below example would be for a writing lesson.

1. REVISIT sentences with skills previously taught
2. EXPLAIN what new skill is and why it should be used in writing
3. MODEL sentence(s) to pupils with the new learning
4. CHECK understanding through questioning
5. GUIDED PRACTICE- co-construct sentences containing new learning
6. INDEPENDENT sentence writing
7. REFLECT and EVALUATE for success and accuracy



Feedback and Marking

Teachers should be giving children live, verbal feedback where possible. This responsive approach has the best impact on children's learning. Where live feedback is not possible, teachers should use the marking codes below, which are displayed in every classroom. **There is no expectation to use written feedback for work not within the core curriculum.**

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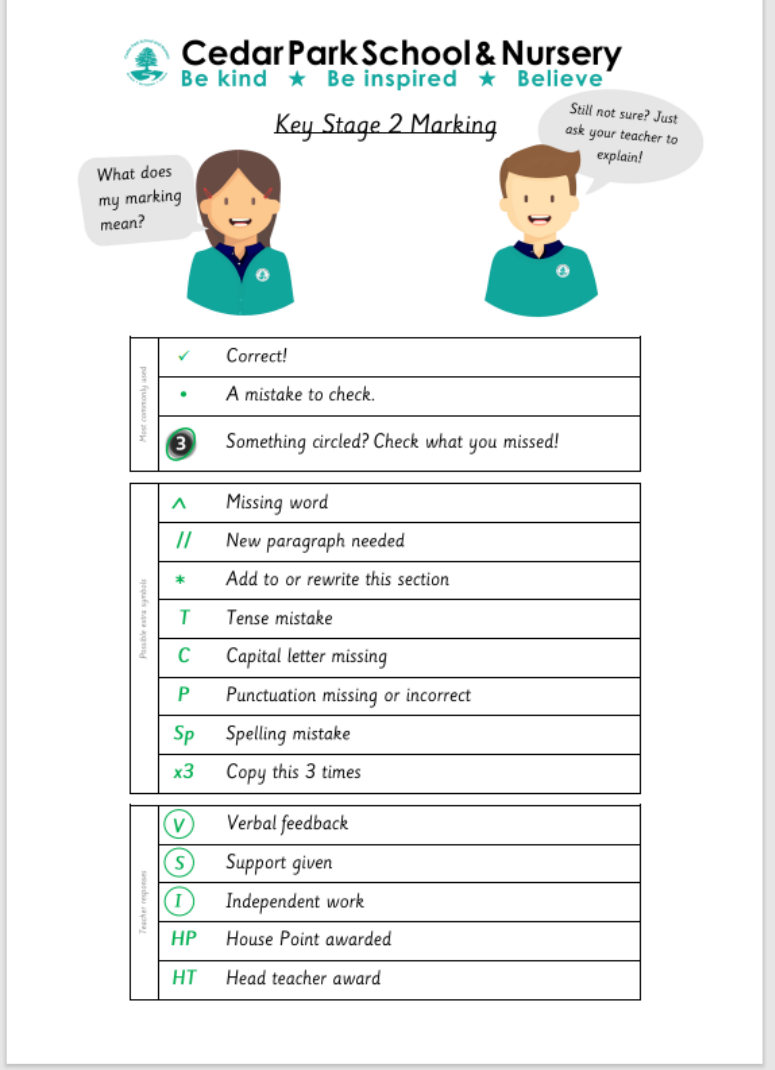


Key Stage 1 Marking

Most commonly used	
✓	Correct!
•	A mistake to check.
V	Verbal feedback.

Additional symbols	
3	Circled number? You missed a question here!
T	Worked with a teacher.
S	Support given.
M	Minimal support (a small amount of help).
I	Independent work.
x3	Copy this 3 times.
☺	This was great!
💭	Something to think about.
HP	House Point awarded!
HT	Head teacher award!





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Key Stage 2 Marking

What does my marking mean?

Still not sure? Just ask your teacher to explain!

✓	Correct!
•	A mistake to check.
3	Something circled? Check what you missed!

^	Missing word
//	New paragraph needed
*	Add to or rewrite this section
T	Tense mistake
C	Capital letter missing
P	Punctuation missing or incorrect
Sp	Spelling mistake
x3	Copy this 3 times

V	Verbal feedback
S	Support given
I	Independent work
HP	House Point awarded
HT	Head teacher award

Classroom Set Up

Each classroom should have the following elements:

- Interactive whiteboard
- Whiteboard
- Paper flipchart
- Working wall for writing (including Boxed Up poster)
- Working wall for science
- Working wall for geography or history
- A squared whiteboard (maths working wall)
- Visual timetable
- High 5 poster
- Presentation expectations

- Marking codes

All working walls are backed using hessian. Working walls should be functional and have things up that will help children with learning that they are working on. There should also be key vocabulary displayed for all subjects.

From Year 1, all essential stationary for children should be kept within their individual chair wallet.



Children should have access to writing pens and/or pencils, purple editing pens, glue, scissors, rulers, whiteboards, whiteboard erasers. Colour pens and pencils can be kept in a central location within the classroom.

Seating Arrangments

From EYFS, up to June of Year 2, each classroom should have a carpet area and the seats should be in groups or 4 or 6.

From June of Year 2, there should be no carpet area and the children should be sat in rows, facing the IWB.



Each class has a set of book holders that correspond to the colour of workbooks that the children use. There are x4 sets of book holders so that the class can be split into four, with monitors responsible for the distribution of books in that area.

The books we use are:
Power Maths
Maths- Blue
Writing- Yellow
Science- Green
History and Geography- Red
Wider Curriculum- Purple
Phonics and/or Reading- Pink
Inspired to Write- Orange
Art Sketch Books

Visualiser



All classrooms have a visualiser. This is an invaluable tool for displaying teacher models, displaying child models, allow children to present their work, addressing misconceptions and up-levelling work.

Visualisers also help with teacher workload. Pre prepared slides can be avoided by the use of a visualiser when modelling to the children.

Stand-up Desks



The visualisers work hand in hand with our stand-up desks. The combination of the visualiser and desk support our modelling methodology of **I do, We do, You do**. Teachers can keep their focus on the pupils, with no need for them to write on the IWB.

Schemes of Work

We use a scheme of work for all National Curriculum subjects, apart from reading and DT. We use the Literacy Shed's VIPERS skills when planning reading activities. In DT, we use plans written by the DT Association. DT is taught during DT days, when we come off timetable. Depending on the unit, as many as three DT days may be required each term.

Phonics	Supersonic Phonics Friends
Writing	Ready Steady Write
Handwriting	Kinetic Letters
Spelling	Ready Steady Spell
Maths	Power Maths
Science	Developing Experts

Geography	Developing Experts
History	Developing Experts
PE	Get Set
Music	Charanga
Art	Access Art
RE	Jigsaw
PSHE and RSE	Jigsaw
Computing	Teach Computing
French	Rigolo

All teachers will be given individual logins for the above schemes, prior to them starting a school year.

Arcing

Arcing is a process that we use at Cedar Park to plan a unit of learning. It is particularly useful when planning units within the wider curriculum. When arcing, you should first establish how many lessons you have available to you in a half term. The half term may be 6 or 7 weeks long, but due to other commitments, you may not have 6 or 7 lessons.

Once the number of available lessons has been established, teachers will then need to consider the following:

1. National Curriculum skills and knowledge that **must** be covered within the unit. This takes priority.
2. What the scheme suggests in terms of coverage.
3. What the children need based on assessment.

The third point is dynamic and your arc may change depending on formative assessment whilst the unit is being taught.

Hooks

Hooks are the opening section of a unit of learning. They should be big and bold, engaging the children and inspiring them for the remainder of the unit. In writing, a hook is likely to be a whole lesson, linked to the book that children will be reading that half term. In wider curriculum subjects, they may only be a small section of the opening lesson within a unit.

In the Resources and Intervention Room (RAIC) there is a box that corresponds to all writing, history, geography and RE units. These boxes are full of concrete resources that can be used for a hook.

Trips and Visits

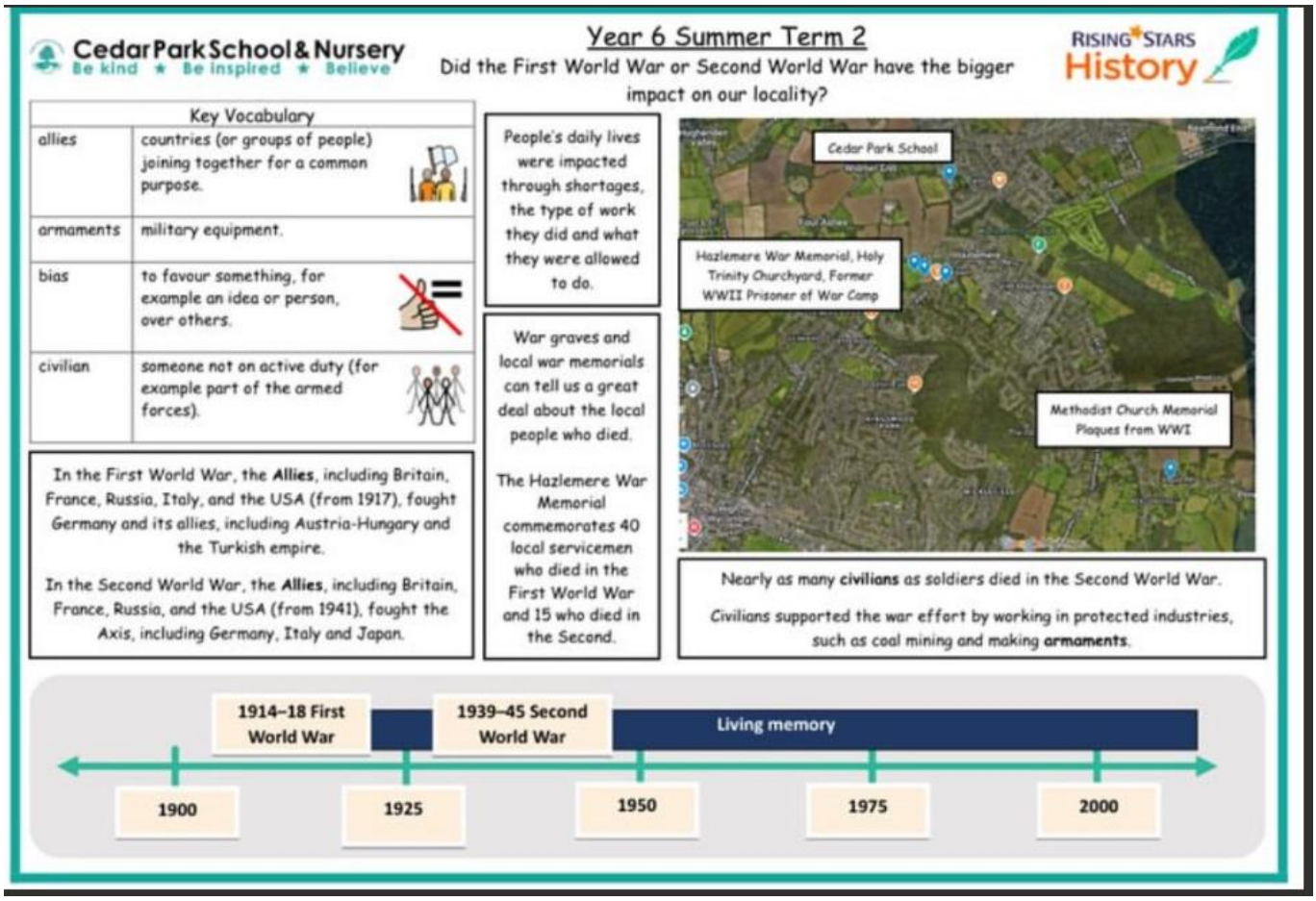
In most year groups, three educational trips are arranged each year (one per term). A pre visit will need to be completed by a teacher who has not previously been on that trip and a risk assessment needs to be written following the pre-visit.

The Admin Team will complete many of the administrative tasks that are required for a trip to go ahead, but do refer to the *Trips and Visits Policy* to see the timeline for when risk assessments and other trip administration needs to be completed.

Knowledge Organisers

Knowledge Organisers are produced for all geography, history and science units of learning. They are a tool that we use to aid long-term memory of key knowledge. Knowledge Organisers can be used at

home, during High 5s and during Check In. They will be placed on the class pages of the school website and stuck into books, to indicate that the unit has started.



Knowledge Organisers should be a mixture of words, diagrams, photographs and timelines.

Entrance and Exit Tickets

At the beginning of a science, history or geography unit (usually the week before a school holiday) the class teacher should facilitate an entrance ticket exercise, establishing what pupils know about an upcoming unit of learning. This can be done in a multitude of ways, including quizzes, mind-maps, class discussions and making posters.

At the end of a unit of learning, pupils need to complete an exit ticket. This will usually take place during the least lesson within an arc. Again, this can be facilitated in a way that the teacher best feels assessment knowledge is gathered.

The Spark

In science, history and geography, an image (linked to the lesson's Learning Objective) needs to be stuck in next to the LO. This spark image should be revisited within High 5s during the unit and can also be referred to beyond the unit finishing to help learning 'stick'.



LO: to explore electrical appliances and safety.

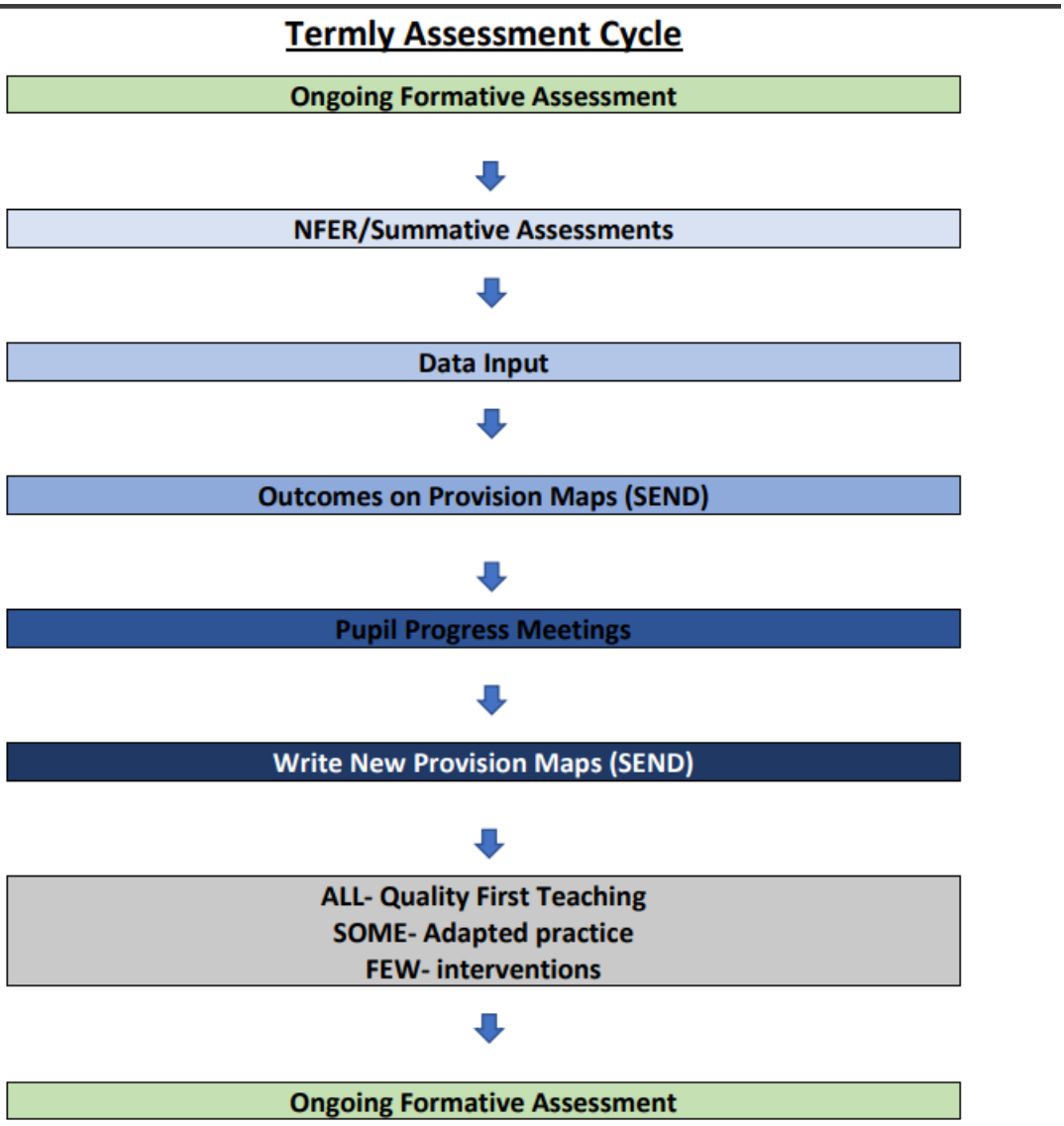
Subject leaders and/or senior leaders may then ask pupils to recall their knowledge, using the images to spark their prior learning.

Core Assessment

In reading, grammar and mathematics, there is a summative assessment that takes place at the end of each term, starting in the spring of Year 1. We use NFER tests as our summative assessment tool. The table below shows which band a child sits within based upon their standardised score on an NFER test.

84 and below	Out of Year Group
85-95	Working Towards
96-120	Expected
121+	Greater Depth

Where a teacher has evidence to prove that a test score is an anomaly and has placed the child into an incorrect band, the teacher can use their judgement to adjust a child's current attainment band. Leaders may want to explore this in a Pupil Progress Meeting.



Assessment not only dictates classroom provision but also bespoke provision for SEND children. Our assessment cycle includes the writing of Provision Maps for SEND children. These maps detail how SEND children will be helped to succeed through classroom adaptations and bespoke intervention.

Writing Assessment

In writing, we use TAFs to assess where children are in relation to a given point in the year.

Year 4 writing assessment grid

Autumn	Spring	Summer
WORD		
Uses apostrophes correctly to indicate the grammatical difference between **plural** and **possessive** –*s* ***some*** of the time.	Uses apostrophes correctly to indicate the grammatical difference between **plural** and **possessive** –*s* ***many*** times.	Uses apostrophes correctly to indicate the grammatical difference between **plural** and **possessive** –*s* ***most*** of the time.
Can correctly use Standard English forms for **verb inflections** instead of local spoken forms ***some*** of the time (for example, *we were* instead of *we was*, or *I did* instead of *I done*)	Can correctly use Standard English forms for **verb inflections** instead of local spoken forms ***many*** times (for example, *we were* instead of *we was*, or *I did* instead of *I done*)	Can correctly use Standard English forms for **verb inflections** instead of local spoken forms ***most*** of the time (for example, *we were* instead of *we was*, or *I did* instead of *I done*)
Can correctly spell ***many*** of the words from the Year 3 and Year 4 Statutory Spelling list.	Can correctly spell ***most*** of the words from the Year 3 and Year 4 Statutory Spelling list.	Can correctly spell ***most*** of the words from the Year 3 and Year 4 Statutory Spelling list.
Can correctly apply ***many*** of the spelling patterns from the Year 3 and Year 4 curriculum.	Can correctly apply ***most*** of the spelling patterns from the Year 3 and Year 4 curriculum.	Can correctly apply ***most*** of the spelling patterns from the Year 3 and Year 4 curriculum.
Some examples of varied and rich vocabulary that is increasingly appropriate for the purpose and audience of writing.	***Many*** examples of varied and rich vocabulary that is mostly appropriate for the purpose and audience of writing.	Use varied and rich vocabulary that is appropriate for the purpose and audience of writing.
Can proofread for Year 3 and Year 4 spelling errors ***many*** times.	Can proofread for Year 3 and Year 4 spelling errors ***most*** of the time.	Can proofread for Year 3 and Year 4 spelling errors ***most*** of the time.
SENTENCE		
Sometimes writes noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*).	***Many*** examples of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)	Can write ***effective*** noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
Begins **to use Fronted adverbials** (for example, *Later that day, I heard the bad news.)*	Uses **Fronted adverbials *mostly*** with the correct use of commas (for example: *Later that day, I heard the bad news.)*	Uses **Fronted adverbials *effectively*** and with the correct use of commas (for example: *Later that day, I heard the bad news.)*
Uses an increasing range of sentence structures with growing effectiveness.	Uses an increasing range of sentence structures with growing effectiveness.	Uses an increasing range of sentence structures effectively.
TEXT		
Use of paragraphs to organise ideas around a theme ***some*** of the time. May be limited to one sentence paragraphs or short sections with headings.	Use of paragraphs to organise ideas around a theme ***many*** times	Use of paragraphs to organise ideas around a theme ***most*** of the time

We have three internal writing moderation sessions each year, where teachers have the chance to discuss writing assessment with a senior leader. We also externally moderate with local schools.

Wider Curriculum Assessment

Whilst teaching the wider curriculum, we use a simple formative model of assessment.



Formative assessment may change the arc that was previously completed before a unit of learning began. At the end of each lesson, teachers should decide whether to:

1. Continue to deliver the unit the way in which was planned when arcing. This will be when the vast majority of children have met the learning objective.
2. Adapt and address misconceptions. This could be done during Check In.
3. Stop and adjust the learning sequence created during the arcing process. This would be used when a number of children have not met the learning objective.

Phonics

Phonics is taught daily in Nursery, Reception, Year 1 and Year 2. All children in those year groups access daily class phonics and some children receive additional 1:1 or small group phonics on top of this. We use Supersonic Phonics Friends as our one and only method of teaching phonics.

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Cedar Park Phonics Lesson- Basics 2 and 3.

Lesson Section	What we say	What we do
Introduction	Today, we are going to learn ..... We are going to listen first and then look.	
Listen with Len 	Listen with Len, before you pick up a pen. What can you see on the phonics TV? Turn, talk and tell! 1, 2, 3..... back to me! What sound can we hear at the beginning/middle/end of these words? 1, 2, 3 ..... everyone tell me!	Moving floppy bunny ears. Make a square sign with two index fingers. Hold your hand to your ear.
A Super Segment and a Brilliant Blend 	A super segment and a brilliant blend helps us to hear the word at the end. My turn.... Our turn..... Your turn. Now we have listened to the sound let's look at the spelling.	Two hands pulling apart diagonally, before hands roll over each other. Point to self, circle motion, point to class.
See it with Sam 	We are going to see it with Sam. This is the spelling for the sound ..... This is what it looks like. Just one letter, all alone, on its own. It's two letter, it makes one sound, it's a digraph. It's three letters, it makes one sound, it's a trigraph. My turn.... Our turn..... Your turn.	Make glasses with hands. Hold one finger up alone. Two fingers up, tie them together, point them. Three fingers up, tie them together, point them. Point to self, circle motion, point to class.

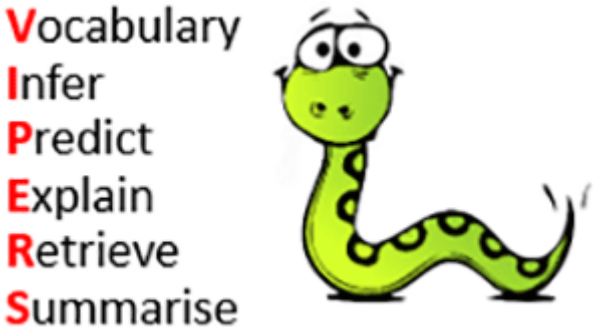
Lesson Section	What we say	What we do
Segment with Seb and Build with Bill 	We are going to segment with Seb and build with Bill. Bossy phonics fingers. A bossy blend at the end.	Pull your hands apart and then place clenched fists one on top of the other, building upwards. Point with index finger.
Read with Rex 	We are going to read with Rex. Turn, talk and tell (word whisper). 1, 2, 3 ..... read with me! It is green so it can be seen. We are going to Hulk Smash it!	Make a book signal with two open palms. One fist banged down for individual sound. Whole word, blended, is both fists banged downwards.
Write with all my might	We are going to write with all our might. I write it you read it.	Strong man arms.
Supersonic Phonics Jobs	Who is ready for supersonic Phonic jobs? All set? *You bet!* Ready to go? *Tally ho!*	

Phonics lessons follow the same sequence each day. They include characters, phrases and actions that adults and children need to use each day to help build long-term memory.

Reading

We deliver our reading curriculum so that word recognition and language comprehension are taught simultaneously.

In EYFS, reading is taught through 1:1 or small group reading sessions, with a heavy focus on phonics. In KS1 we continue to teach reading in small groups. Children are read with twice a week. The first session focuses on word recognition and the second session has a fluency and comprehension focus, using VIPERS skills.



In KS2, we teach through whole class reading, four times a week, with a fifth session used to take the children to the library. Three reading lessons focus on a fiction book and one lesson will focus on a non-

fiction text. All lessons will have a lesson objective linked to VIPERS. The lesson will have a reading structure. This could be any of the following:

- Teacher read
- Silent read
- Paired read
- Call and response
- Echo reading
- Theatre reading

We have a separate Reading Policy that explains our philosophy for teaching reading in greater detail.

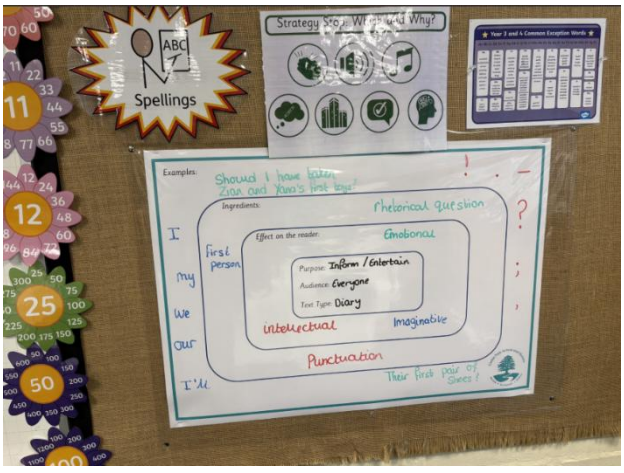
Writing

We use Read to Write as our scheme for delivering the writing curriculum. R2W breaks each unit into four sections.

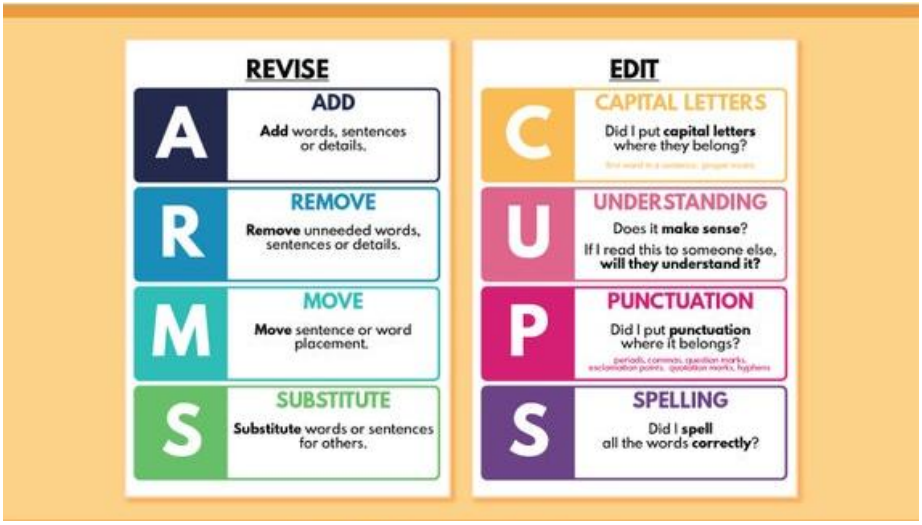


Each half term has one book as a focus. That book acts as the stimulus for two writing units- one is fiction and one is non-fiction. The final piece of writing is drafted and edited before being published in our Inspired to Write Books.

To help with writing purpose, teachers collaboratively work with the children on a strategy called Boxed Up. This should be displayed at all times and can be added to throughout the unit of learning.



The *Boxed Up* strategy supports children's understanding of the 'tune of the text' by helping them to identify the overall purpose of a piece of writing - whether this is to persuade, inform, or entertain. This recognition guides their choices of literary techniques, punctuation, and vocabulary to suit the intended purpose. Teachers introduce the unit's example text and work with the class to populate the *Boxed Up* format. On first exposure, pupils determine the text's purpose before moving on to identify 2–4 key effects on the reader. Through analysis, children then add the 'ingredients' and examples that create these effects. To strengthen understanding, the effects, ingredients, and examples are colour coded, supporting pupils in transferring these strategies into their own writing.



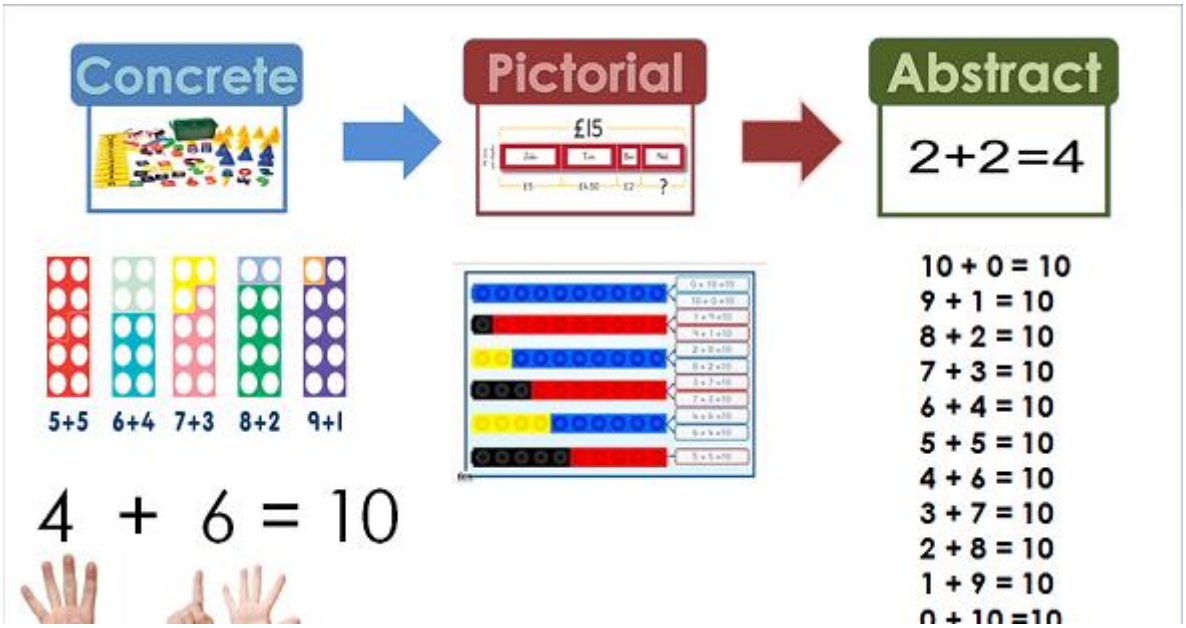
Anchor points are used throughout the drafting process to develop children's editing skills and build their confidence as independent writers. At key 'pause points,' teachers display an anchor and provide a specific editing focus, based on the ARMS and CUPS strategy. Using the visualiser, teachers model how to edit a piece of writing in line with the focus, before children apply the skill independently in their own work using a purple pen. This structured approach helps pupils to refine their writing step by step and strengthens their ability to edit with purpose.

Maths

We deliver mathematics through a mastery approach and Power Maths is our chosen vehicle for this. Each maths lesson should include the following:

1. *High 5*
2. *Discover*- allowing children to try for themselves with minimal teacher modelling
3. *Share*- Teacher and pupils to model mathematical concepts and methods
4. *Think Together*- Pupils work in pairs or small groups, using the models given previously. Staff to assess whether or not they are ready for the independent task.
5. *Independent*- pupils work through questions in the practice book.

As a mastery school, we use CPA as our teaching philosophy:
Concrete- children are introduced to mathematical concepts using concrete resources like counters, dienes and 3D shapes.
Pictorial- children display their mathematical thinking through pictures, jottings or tables.
Abstract- children answer formal calculations.



All children should have access to concrete resources, even if only some children are benefitting from them. At the beginning of a maths unit, many of the lessons will have a heavy focus on concrete and pictorial representations. As the unit moves on, there may be greater focus given to abstract maths.

Maths Fluency

In addition to Power Maths, we find other opportunities to teach maths fluency. Fluency should be the go to area of learning in Check In time, should children not have work to complete, up-level or correct. Year 3 and 4 children are timetabled to do TTRockstars, giving them practice ahead of their multiplication test at the end of Year 4.

High 5s at the beginning of maths lessons can have a fluency focus and teachers often use Flashback Fours as a teaching tool for this. At other points in the day like transitions from class to playground, chanting and song can be used to help embed number bonds, number facts and times tables.

Class Pages on Website

Each class has a page on the school website. It should include a message from the class teacher (see below), and a copy of the timetable. There is additional information in the stars at the bottom of the class page. Much of this will be populated by the person responsible for curriculum, but it may require some information from class teachers, depending on which year group you are teaching.

Welcome to Autumn Term in Year 4
(2025-2026)

Message from class teacher for Autumn Term to be placed here.

Please include:
1. Members of staff in the year group
2. Other information - water bottles, PE days, library, school councillors (when known) etc.,

Please mention pages below for further curriculum details such as the overview and curriculum newsletter.

Year 4 Timetable

Year 4

	8.40-9.00	9-9.40	9.40-10.45		11.00 – 12		1-2			2-3	
Monday	Checkin	Reading - Library	Writing		Maths		Checkin	Spelling	Times Tables Teaching	PE	Assembly
Tuesday	Checkin	Reading	Writing		Maths		Checkin	Spelling	Computing	TT Rockstars	
Wednesday	Checkin	Reading	Writing	BREAK	Maths	LUNCH	Checkin	Spelling	Autumn 1: History Autumn 2: Geography	Autumn 1: French Autumn 2: RE	
Thursday	Checkin	Reading	Writing		Maths		Checkin	Autumn 1: Music Autumn 2: Art		PSHE	Assembly
Friday	Checkin	Reading	Writing		Maths		Checkin	Science		PE	Assembly



Curriculum Overview | **Curriculum Newsletters** | **Knowledge Organisers** | **Multiplication Timestable Check**



Useful Learning Links | **Events and Photos**

Provision Maps

Three times a year, we write Provision Maps for our SEND children. These Provision Maps detail targets and teaching strategies that will enable the children to meet those targets. Targets should be SMART:



Draft Provision Maps are written before a Provision Map Meeting. These meetings are attended by class teachers, SENDco and parents. At the end of a cycle, the Provision Maps are reviewed with targets assessed at either **achieved, partially achieved or not achieved**.

Adapted Practice

We believe strongly in Quality First Teaching. Adapted practice should be made available to all and may benefit only some. Below is a list of some adaptations that we make each day.

Cedar Park School & Nursery
Be kind ★ Be inspired ★ Believe



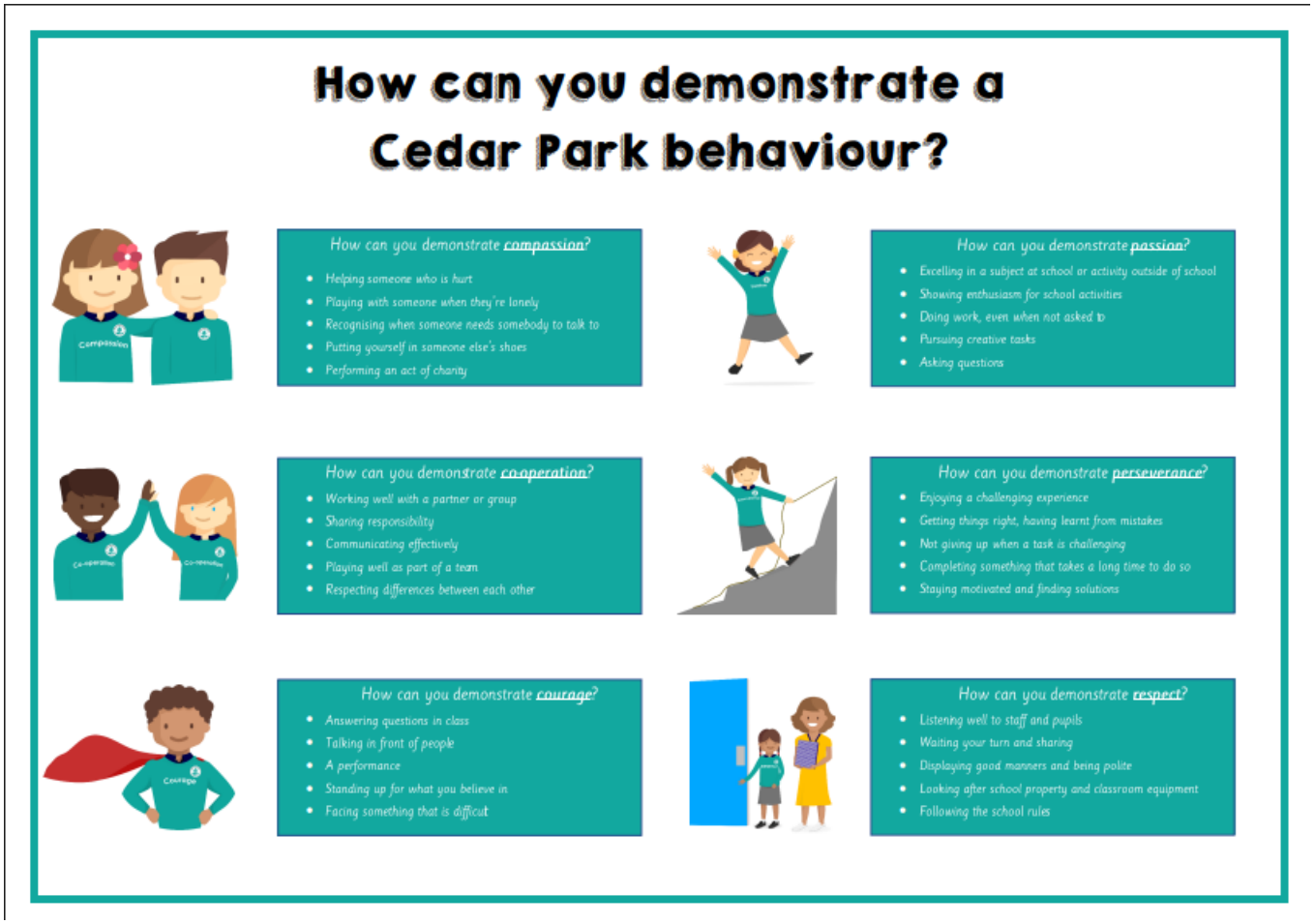
At Cedar Park, we want all children, regardless of need, gender or previous experiences, to access the learning and achieve. We do this through Quality First Teaching and adaptive practices:

Possible Adaptive Classroom Practices	✓
Sensory Circuit	
Providing additional resources like wobble cushions, pen grips and chair bands	
Word mats and sentence stems	
Use of concrete manipulatives	
Adult Support	
Use of technology e.g. dictation	
Now and Next boards	
Pre-teaching concepts	
High Five tasks to trigger prior learning	
Use of visual timetables	
Modelling skills and concepts	
Scaffolding (both written and verbal)	
Live feedback	
Peer support	
Reference to working walls	
Modelled writing	
Targeted questioning, allowing for processing time	
Chunking tasks to make them more manageable	
Flexible groupings	
Different colour backgrounds on IWB	
Widget	
Regulation tables and boxes	

Behaviour

We reward children for demonstrating our core principles and 6 behaviours. This is done through giving out housepoints, awarding stickers and selecting children for an achievement certificate. Housepoints are counted each week, with the winning house having their flag flown outside the school for a week. At the end of a term, the winning house receives a non-uniform day.

At the beginning of an assembly, a behaviour is drawn out at random. If a child has received a sticker for that behaviour since the last one, they are able to sit on a bench for the duration of that assembly.



Line Up and SWoL

At the end of play time and lunch time, we expect all children to meet the 'line up' expectations.

1. Face the front
2. Sing file
3. Silence

Whilst walking in the corridors and stairs, we expect SWoL- *Silently, walk on the left.*

Whilst our default position is positive reinforcement, we do use sanctions when behaviour falls below our expectations.

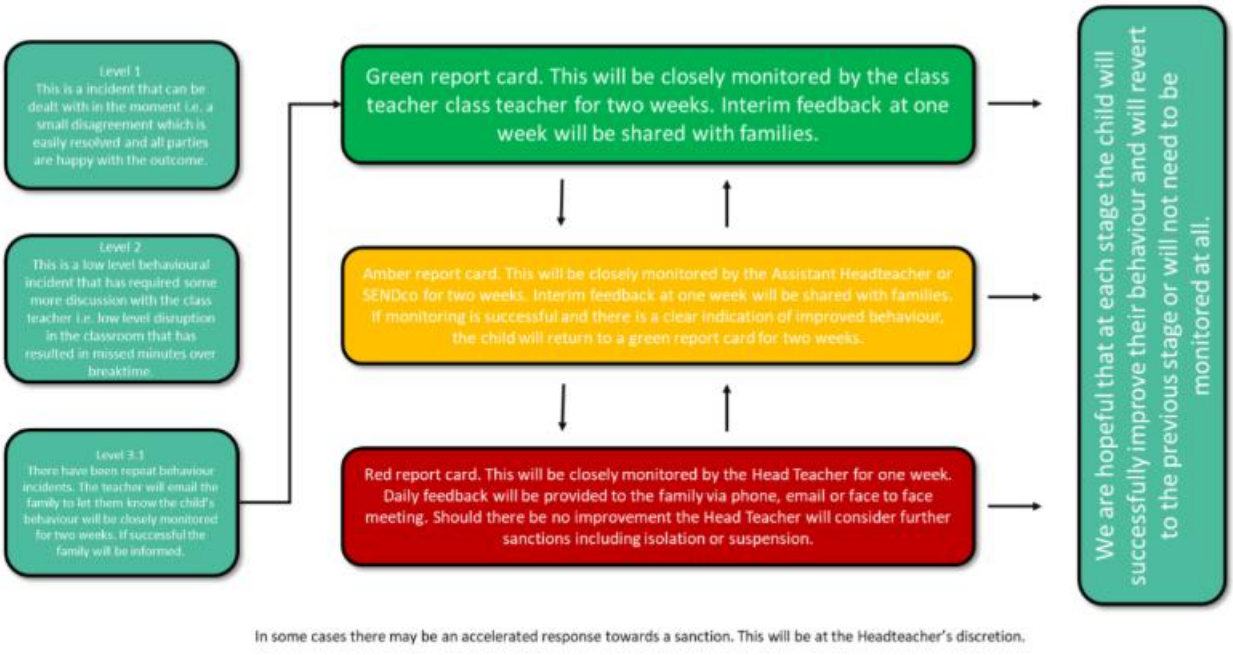
Level	Example Behaviours	Possible Sanctions	Recording and Communication
1.	Shouting out Moving or getting up when not supposed to Talking/making noises at inappropriate times Name calling Deliberate disturbing or distracting others Snatching Not finishing work to an expected level due to inappropriate actions Moving around the classroom without consent Not stopping when asked Not lining up correctly Not moving around school quietly Not joining in with your group Rough play Not following safe playground rules Rudeness to others Throwing items e.g. paper or erasers Hurting people within a game Being deceitful	**Most of these behaviours can be dealt with by non-verbal behaviour prompts or by a short conversation with an adult.** **Adults might use a short 'thinking time' if appropriate. This can be done within the classroom or just outside.**	These behaviours do not require any recording. Once dealt with, these behaviours do not need to be communicated with anyone.
2.	***Continuing the above repeatedly*** Refusal to comply with adult instructions Hiding other peoples' belongings Threatening harm to others Deliberately leaving the classroom without permission Being rude to an adult Drawing/writing on another child's work (or inappropriate book graffiti) Amber category sexual behaviour (see above	**These behaviours may require a more detailed discussion that could be had during a playtime. This could be done in the format of a restorative conversation (see structure in policy).** **Missed Minutes from playtime may also be used as a sanction.**	These behaviours need to be logged on CPOMS but no further action will be required after the initial post. Teachers may want to consult with Phase Leaders to help support with these behaviours.

Level 1 and 2 behaviours can usually be dealt with swiftly by the class teacher. Level 1 behaviours do not need to be recorded. Level 2 behaviours need to be recorded on CPOMS.

	Bringing a banned item into school Stealing Swearing Defacing school property Red harmful sexual behaviours (see definition above)		behaviour needs to be recorded on the relevant report card. Depending on how far the child is within the level 3 section a senior leader will need to be informed. Parents need to be informed of all Level 3 behaviours. If a child is on a report card, parents will be informed of their progress during this period.
4. Referred to the Headteacher	***Continuing any of above repeatedly*** Violent behaviour towards adults, with intent to hurt Extreme or repeated violent behaviour towards other pupils Repeated homophobic/racist/prejudice language Repeated red harmful sexual behaviours (see definition above)	**Head Teacher to contact parents** *To be decided by Head Teacher* Isolation (which may include community payback) Fixed term suspension Permanent exclusion	These behaviour will be recorded on CPOMS. The headteacher will contact parents at the earliest possible opportunity. It is likely that an urgent face to face meeting will be required.

Level 3 and 4 behaviours may need harsher sanctions and the involvement of a senior leader. They should be recorded on CPOMS and parents need to be written to. If a child has been hurt during the incident, their parents should also be contacted. Template emails can be found within our Behaviour Policy.

Repeated Level 3 or 4 behaviours could result in a child going on report.



In some cases there may be an accelerated response towards a sanction. This will be at the Headteacher's discretion.

CPOMS

CPOMS is a central location where we record the following:

- Welfare or safeguarding concerns
- Behaviour
- Mental health concerns
- Child on Child Abuse (bullying online/offline, sexual harassment, prejudice)
- SEND observations
- Parent conversations

It is essential that staff members record accurately and factually, avoiding opinion and assumptions. Recordings do not need to be made immediately, including for safeguarding, however, teachers do need to have had a verbal conversation with DSL as soon as the concern arises.

The headteacher may assign a CPOMS thread to a teacher. CPOMS threads will stay open until the documented actions have taken place and there has been a resolution or positive impact subsequent to the school's actions. Once the headteacher is satisfied that actions have been completed and the case has been resolved, he or she will close the CPOMS thread.