

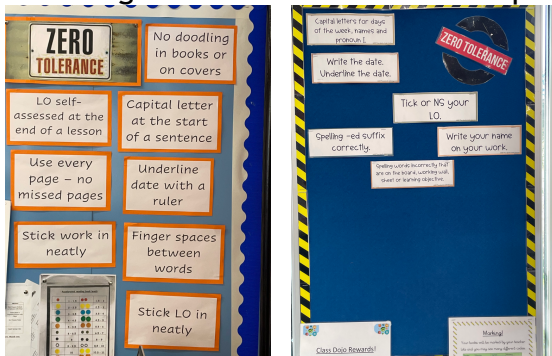
Expectations for Teaching and Learning for Middlefield Primary Academy



“To be the best we can be!”

Classroom Must-Haves

- Classrooms tidy at all times.
- Classroom ‘table tidies’ to be on each table (boxes in the centre).
- The ‘diamond values’ to be displayed.
- Tables to be clear at the end of the day- only the ‘table tidies’ to remain.
- Timetable - visual as per class.
- Non-negotiable/Zero tolerance displays.



- Marking expectations/policy to be used and followed by all staff.
- Handwriting expectations to be used and followed by all staff.
- All hot drinks taken into the classroom MUST be in a lidded container.

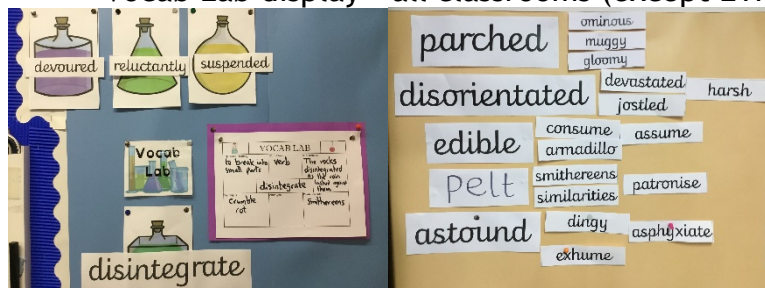
Classroom Displays

- Maths board - **working wall**, vocabulary, key words, numbers needed as per curriculum - relevant to topic of the week/period, added to accordingly. Each class must display a number-line and a 100-square.

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- Writing board - **working wall**, grammar, evidence of talk for writing- story maps, example of the text that is the stimulus, spellings - evidence of writing - examples on display.
- Reading display - working wall, evidence of work. VIPERS display. KS2 AR weekly quiz summary.
- Phonics board/display in EYFS/KS1 and SPAG board in KS2 - **working wall**, evidence of work, visuals.
- Science board - key vocabulary, examples of children's work, key information, photographs of activities/children at work.
- Topic board (R/5/6 in classroom, 1/2/3/4/ in ICE Zone) - on walking into the room/ ICE Zone it should be clear what the topic of the term is. Vocabulary and learning information on these boards.
- Vocab Lab display - all classrooms (except EYFS)



Children's Workbooks

- All workbooks should be labelled with printed, white labels, using Twinkl Cursive Looped font- no handwritten.
- All workbooks to have a front page/divider to announce each new year group.
- All workbooks to have unit title page (divider) for each new unit of work:



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- All books will all have the date written in and LO stuck in (LO must have date on and self assessment box). LOs must be in Twinkl Cursive Looped font.
- For extended pieces of writing in English, the LO must also include success criteria.

06/09/2022

L.O: To identify Roman numerals to 1000.



LO: To write a setting description of a volcano.		
Self Assessment		Teacher
	I can use expanded nouns	
	I can use accurate verbs.	
	I can use capital letters and full stops correctly.	

- Foundation subjects must include POP task at the end of each unit in the Middlefield format.

POP Task - Proof of Progress

Arctic Adventures - KS1 - Autumn

1. Who is this?
Röald Amundsen Röald Amundsen Röald Amundsen

2. Where was he born?

3. Who are Inuits?

4. Complete the sentence.
Inuit houses were _____ and _____

5. Circle the countries that are in the Arctic circle.
Alaska Norway Canada France Sweden Russia Brazil

6. Describe some physical features of the Arctic circle.

- Retrieval practise must take place a minimum of x2 per unit in history and geography. This does not have to be evidenced in books as this may be done as class discussions from PPT. When evidencing in books, use the Middlefield format.

RETRIEVAL PRACTICE If this is the answer, what is the question? Samuel Pepys _____ _____ _____ _____	RETRIEVAL PRACTICE Write down everything you know about... The Tudors _____ _____ _____	RETRIEVAL PRACTICE Look at the image. List five things you have learnt about this person. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	RETRIEVAL PRACTICE Which is the odd one out? Explain. Julius Caesar Henry VIII Cleopatra Mars _____ _____ _____ _____
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- NO scribbles for mistakes - one line through a mistake only or rubbed out.
- The following combination of books for each key stage are as follows:

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KS1

-Maths	-History/Geography	-Computing (floor book)	-PSHE (floor book)
-English	-Art (sketchbooks)	-DT	-Phonics/Morning Jotters
-Science	-Music	-Handwriting	-Reading (Year 2)
-Exciting Writing	-R.E	-Spelling (Year 2)	

KS2

-Maths	-History/Geography	-Computing (floor book)	-PSHE (floor book)
-English	-Art (sketchbooks)	-Handwriting	-Reading
-Science	-Music (floor book)	-Spelling	-Vocabulary Jotters
-Exciting Writing	-French (floor book)	-DT	-RE

All books will move up each year with the children to their new year group and a page divider stuck in to indicate the new year of work. Completed books to be sent home at the end of each academic year.

Marking

[See separate marking policy](#)

- LOs to be highlighted in Green or Orange depending on whether work evidences that pupils have understood these.
- Specific codes to be used when marking work (see Marking policy appendix).
- Teacher marking to be done in highlighters (KS1) or purple pen (KS2).
- Written or verbal feedback given. Written feedback in form of focused marking comments (see MP).
- Expectation that all spellings that pupils should know and/or any specific vocabulary that they have been provided with or which is included in the LO be correct. If not, they need to be identified for pupil correction. All to check whether spellings have been corrected accurately and any other next steps carried out.

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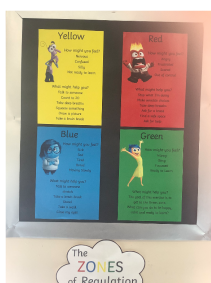


Classroom Environment

- Reading zone in each classroom (corner, inviting display, area) - labelled and neat, an inviting space- a place to sit (dependent on classroom and read for pleasure).
- Each class must have a sign (fire register) that says how many children are in each day. This MUST be changed every day and taken out for a fire drill.
- Resources & manipulatives used and returned to central location. Personal resources kept and labelled neatly.
- Class read and staff reads displayed in each classroom.
- Class rules displayed - created with each class at the beginning of the year.
- Middlefield Marvels displayed in each classroom to show children's achievement.
- Classrooms to be kept neat and tidy making them welcoming and an organised place to learn.

Behaviour & Mental Health & Wellbeing

- All classes to follow the behaviour policy. Each class must display traffic lights -with the Diamond at the top for exceptional learning behaviour. All children start in the green. Any children moved to amber, aim to move back to green quickly using positive strategies. This resets daily. Dojo to be used daily.
- Classrooms must have a dedicated area for a worry box where children can place their concerns. (In KS1, this could be simply the children placing their names in the box so the teacher knows they want to talk).
- Zones of regulation visible in each class.



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- 'The Snug' - ELSA zone in ICE Zones to be kept warm and inviting. An area for children to talk and discuss strategies with ELSA lead.

Reading

- KS2 - Reading will be 2 x 45 minute lessons or 3 x 30 minutes = 1.5 hours a week - focussed on VIPERS and Reciprocal Reading
- Reception and KS1 deliver phonics/spelling daily. Each phonics session must follow the Jolly Phonics sequence on Jolly Learning. Learn the sound, formation, blending, segmenting and tricky words.
- Jolly Phonics books are used which match the children's phonics focus for the week. The children choose from book banded books for interest.
- Class story is to be shared every day in each class.

SEND

- APDR's, when reviewed and signed by teacher and parent, to be uploaded to OneDrive
- SEND paperwork
 - o Class at a glance
 - o APDR for required children

Homework - look in diary

- Maths homework for KS1 = Number fluency. White Rose 1-Minute Maths, 15 mins per week.
- Maths homework for KS2 = activity set of My Maths and 15 minutes of TT Rockstars.
- In KS2, 15 minutes of Spelling Shed weekly. Spellings are to be set by the class teacher, with spelling quizzes weekly. KS1 to start this in the Spring

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term. Teachers to ensure spelling strategies sheet has gone home and paper copies of weekly spellings to go home in case Spelling Shed is not working.

- Reading x5 per week for a minimum of 15 mins, with teachers and T.As checking the reading journals. Reading diaries will be checked by teachers and T.As and acknowledge once per week on Class Dojo.

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Timetabling of the Day

- Registers must be completed on Arbor by 9.00am and 1.20pm.
- The dinner options must be shared with the children each day.
- Teachers or TAs to check the children have the correct coloured bands.
- Early morning activities need to be purposeful to learning (spellings, grammar, reading, times-tables, Flashback 4, responding to marking etc).

Assessment

- After each assessment cycle, all results need to be entered into Insights by given deadline.
- Percentages of children below/at/above to be pulled from Insights.
- Pupil progress paperwork must also be updated in preparation for a meeting.
- Each foundation topic will end with a POP task to judge how the children have grasped the learning. Foundation assessment to be updated on Insight Tracker once per term.

English Planning

Reading

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Writing

- 5 English lessons a week
- 1 SPAG lesson using Grammarsaurus Place Value of Grammar as the basis but also reacting to what the children need to address as a class. Use 'Place Value of Grammar' to support.
- 3 lessons based on Power of Reading text - first session = reading/ planning for writing / focussing on writing genre requirements
- 1 Exciting Writing session - based on genre that children have covered recently. The week after an Exciting Write, the writing is edited, focusing on specific improvements, including rewriting a section to improve it. The remainder of this session can be used to address a class gap - a specific problem that many have encountered in recent writing
- Handwriting takes place three times a week.
- Vocab Lab is focussed on Monday mornings - one word generated by teacher, other words for board generated by children
- Spelling lessons 3 times per week.

Maths Planning

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- White Rose should be used as a basis for Maths Planning. Small steps planning from the White Rose scheme of work to ensure depth of learning is achieved and use the supporting CPA models to expose the mathematical structure.
- These maths sites should be accessed to aid planning: Classroom Secrets / Master the Curriculum/Maths No Problem/I See Reasoning/N-Rich/NCETM/Grammarsaurus/Maths Shed.
- Reasoning and problem solving needs to be accessed in every year group.
- White Rose assessment completed at the end of each unit to assess learning from unit. This is recorded on the OneDrive.
- Four maths lessons per week.
- Three Times Table Rockstar sessions per week in KS2. Start TTRS in Year 2 from summer term (2s, 5s, 10s)
- Evidence of practical work does not have to be photographed and picture stuck in books. Evidence of progress will be in assessments.
- End of unit assessment to be completed after each unit and recorded on One Drive.

Rewards

- All classes are to be on Class Dojo.
- Traffic light system in class with emphasis on getting children on the diamond. Dojo points will be given if the children display any consistent diamond values.
- Diamonds given for exceptional work. Visit head teacher for stickers or 24 hr diamonds.
- STEPS behaviour policy followed throughout school which includes identifying pro-social behaviour of all children around school.

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Communication with parents

- Parents will have access to the class's ClassDojo page. Teachers to write relevant updates and news on here.
- Teachers to update their Class Pages on the school website every 2 weeks. This could include examples of work, photographs or written explanations.
- Teachers will respond to messages from parents during the week but there is no expectation that this will be done daily.

Documents Needed (Placed on OneDrive)

- Medium Term Plans
- Termly Topic Planners
- Planning documents/PowerPoints/smart board slides.
- Maths plans
- English plans

Updated October 2024

Updated by Charlotte Lovelock

To be reviewed September 2025