
Teaching & Learning 2022



Kindness



Focus



Creativity



Responsibility



Collaboration

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An Introduction to New Wave Federation

The fundamental principle of the New Wave Federation is to develop schools full of learning, laughter and friendship where all children feel happy, safe and valued.

At New Wave Federation, we provide the best possible primary education in stimulating and creative environments. Our schools develop a love of learning inspired by high-quality teaching. We identify and build upon our children's individual strengths and talents so they are equipped to have successful futures.

We expect all children in our schools to reach age-related expectations and our central purpose is to support pupils and families to overcome any barriers that they face. Each pupil reaching their full potential is what inspires our teachers and drives our vision of 'Excellence for All.'

Children educated in our schools are open-minded, committed and confident. We encourage a positive partnership between home, school and the wider community. The schools value and have a strong relationship with their communities. The children in our care, develop into individuals who will lead happy and rewarding lives.

The New Wave Federation comprises three Hackney schools - Grazebrook Primary School in Stoke Newington; Shacklewell Primary School in Dalston and Woodberry Down Primary School, Manor House. The three schools work in partnership with Thomas Fairchild Community School in Hoxton.



Classroom Environment

A stimulating classroom must be bright, accessible, purposeful, visually engaging, organised, clean and child-centred. Classrooms clearly display current curriculum topics, recently taught vocabulary, classroom systems and a variety of children's outcomes. We know that high quality learning environments will inspire:

- High quality learning
- A sense of pride and confidence
- An appreciation for academic achievement
- Respect for the fact that everyone achieves at various levels
- A celebration of personal achievements and creativity

A detailed checklist of non-negotiables for your classroom environment can be found [here](#).

Class Welcome Walls

These are produced at the beginning of each academic year and provide a mission statement for the class and what they are striving for. This display must:

- Be in a prominent area of the classroom
- Feature a photo of every child in the class
- Contain a quote or statement signalling the high aspirations of the class
- Be updated to include any new additions to the class

To inspire you, several examples of Welcome Walls can be found [here](#).



Displays as Learning Journeys

Each classroom must have display boards for the following subjects: Writing, RWI/SFA, Maths (working wall), Science and Humanities. These displays feature learning aids such as key vocabulary and key questions as well as models, diagrams or images/objects. These regularly updated displays act as a resource and reference point for the children whilst studying topics and should demonstrate the children's learning journey.

As shown in the adjacent image, class displays must include:

- Title lettering
- Key vocabulary, which matches those on the Knowledge Organiser
- Key questions about the topic, generated by the children
- Photographs of children engaging with the topic
- Examples of work from different stages of the topic
- Engaging images and decorative elements linked to the topic to grab children's attention

When producing a display, we must consider:

- How will this help the children's learning?
- Are text and images clearly visible to all learners?
- Does it reflect the learning journey?
- Does it value and celebrate the learning of all the children?



Examples of Writing displays can be found [here](#). Curriculum display examples can be found [here](#).

Completed Work

- All work must be kept as a record and celebration of what the children have achieved.
- All exercise books remain in school until the end of the school year and are the property of the school.
- Worksheets must be used sparingly and with purpose.
- Loose work should be trimmed and stuck into books neatly at all times.
- iPad work should be carefully stored either within the individual app or within the children's digital portfolio on Google Classroom (Y3-6).

Classroom Resources

- Resources are always stored in labelled trays and boxes, using the school label formats found on the shared drive.
- The children need to have access to materials that may support their learning throughout lessons and it is staff responsibility to ensure they look after them.
- All teacher resources are kept in the teacher cupboards in each classroom. Additional teacher resources are available in subject cupboards throughout the school.
- Wider curriculum resources are stored in topic boxes. During a topic, these should be kept in class and the artefacts/resources used to create interactive displays/topic tables.

Reading Areas

- The class reading area must feature a range of texts, including fiction, nonfiction and poetry.
- These books should be well presented by genre, with many front-facing texts, and should be routinely refreshed and updated to ensure the children are inspired to visit the space and select different texts.
- Curriculum linked books should also be displayed as free choice books for the children to read.
- Displays of questions and recommendations enhance these areas and guide children's choices. See examples of reading areas [here](#).



End of day checklist

It is essential that at the end of each day all teachers:

- Ensure that all work has been marked
- Prepare stickers and resources for the following day
- Ensure the classroom is neat and tidy and resources returned to the correct place
- Clear the teacher's desk area
- Set up children's books and resources for the first lesson of the next day (see adjacent photo).



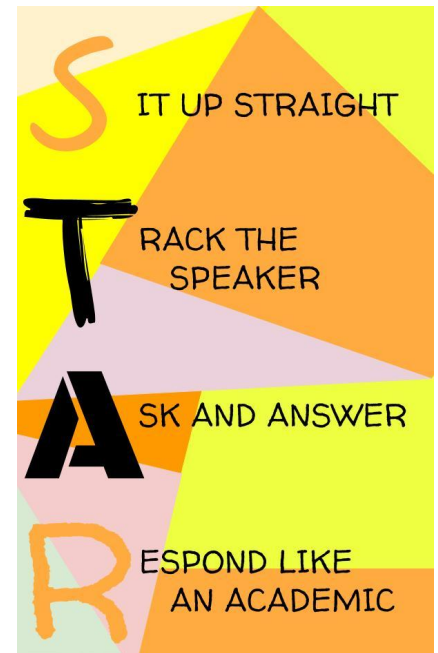
Behaviour for Learning

Why it matters

The New Wave Federation expects the very best outcomes for all our pupils. To ensure pupils are successful it is essential to embed excellent behaviour for learning which promotes active participation, ensures smooth transitions and reduces low-level disruption. [Ofsted notes](#) that, in some cases, low level disruptive behaviour can cause pupils to lose an hour a day of learning time, which in turn can have a significant impact on outcomes and life chances. Maintaining high expectations for behaviour through embedding consistent strategies is key to a successful classroom culture.

STAR

At New Wave we use **STAR** in all our classrooms. The adjacent poster is displayed in all teaching spaces to remind children of the basic principles of effective behaviour for learning. Each lesson starts with an instruction to “show star behaviour”, which insists all children are displaying the attributes listed. During lessons children may need regular reminders to show STAR.



Positive corrective language

Pause and describe what you want to see. It is the teacher’s role to create a calm, purposeful atmosphere in the classroom. To do this, we must calm ourselves before we calm our pupils. Instead of making requests or demands, it is far more effective to describe what we see and direct the expected behaviour.

E.g. “A number of children are talking. I’m looking for children sitting up straight and tracking me”.

Praise children who do this straight away.




Directed choice

Give the pupil a clear directed choice. In cases of off-task behaviour, check in with the child first and ask how their work is going, before calmly giving a clear directed choice. Giving a choice about the consequences helps to diffuse any potential conflict. Guidance on specific consequences can be found in the separate Behaviour Policy.

E.g. “How is the work going Ali? Is there anything I can help you with? I can see you drawing in your book. Rub it out now, or rub it out during your playtime. Thank you”. Praise the pupil for making a positive choice.








Developing Habits






It is essential that all behaviour and learning routines are practised with children until they become habitual and automatic. Mastering these routines will ensure smooth transitions between each part of the day, maintain high standards of behaviour, and ensure that no learning time is lost. At New Wave we develop these positive habits by using:

E Explain 	R Rehearse 	R Reinforce 
Clearly explain the expectations and routines for classroom talk. Set high expectations and model this to your pupils through the language you use.	Give pupils opportunities to rehearse your expectations. Regular nudges help to build routines: e.g. “Remember to track the speaker when someone is answering”.	Once expectations and routines are established, be consistent in reinforcing them. Praise pupils for positive participation: “Ali, I love the way you’re tracking the speaker”.

Routines for Learning

The first week of every year involves an extensive induction period for children in new classes. These activities involve establishing classroom routines and systems, labelling and locating resources, discussing presentation and producing a class display on federation values, expected behaviours for learning and standards. Routines for learning are **non-negotiable**. Every adult in New Wave schools should use the same routines so that there is a consistent whole-school approach.

Team Stop Signal		<ul style="list-style-type: none"> - Adult raises hand in air, arm bent, palm facing children - Children stop, raise hand and face the teacher - Adult puts down hand. Children put down their hands and remain tracking the adult. Adult speaks to the class.
Silent Transitions: 1, 2, 3		<ul style="list-style-type: none"> - 1. Stand Up - 2. Move to carpet/table//line - 3. Sit down <p>Voices are off at all times during the transition (unless being used for a learning chant).</p>
Magnet Eyes		<ul style="list-style-type: none"> - Used after the Team Stop or to reinforce focused behaviour. - Adult points to the side of their eye and asks for magnet eyes. (This action may become silent over time). - Child/children look at the adult and track them.
S T A R (Ready to Learn)	 	<ul style="list-style-type: none"> - Children are expected to sit at their table or on the carpet, arms folded, nothing in hands, tracking the speaker. <p>S - Sit up T - Track the Speaker A - Ask and Answer questions R - Respond like an Academic</p>
Talk Partners: Turn To Your Partner (TTYTP)		<ul style="list-style-type: none"> - Talk partners are selected by the teacher, but should change over time to allow all children to collaborate. - A question should be set to discuss. Adults should model effective talk. Sentence stems and key vocabulary are displayed to scaffold. - Time is given to answer and ask questions to clarify. - Questions set are open and relate to learning.
Modelling: My Turn, Your Turn (MTYT)		<ul style="list-style-type: none"> - Adults model expected behaviour, actions, sentences of words. Pointing to your chest indicates 'My Turn'. - Children copy action/words after the adult opens their hand (palm up) and says, 'Your Turn'. - Over time, the teacher's actions should become silent.
Respond (no hands up): choose 2, choral response, word wave, popcorn, ABC - acknowledge, build, challenge, paraphrase	100%	<ul style="list-style-type: none"> - A question is asked to every child and answered by every child so that 100% are engaged in their learning. A positive culture is created where all pupils feedback and explain. - A range of techniques may be used to gather answers. Hands should remain down: Choose 2 - 2 children selected to answer; Paraphrase - the adults listens in and shares answers; Choral response - everyone answers together; Word wave - the adult waves their hand slowly over the class and each child gives a one or two word answer, the adult then summarises the response ("You said..."); Popcorn - children call out an answer taking turns when the adult opens their fingers from a fist like corn popping

Articulate like an Academic		<ul style="list-style-type: none"> - Children are expected to use full sentences at all times and include focus vocabulary taught and modelled by the teacher at the start of every lesson. - Answers are expected to be 'right'. - Where answers are not up to standard, misconceptions are addressed, sentence starters are offered, MTYT is used, or an answer is sought elsewhere and the child is returned to in order to have another go. - Right answers are rewarded with harder follow-up questions to ensure all children are stretched and challenged.
Culture of Error		<ul style="list-style-type: none"> - Children should feel safe to make and discuss mistakes. - Misconceptions are celebrated and used as learning tools for the whole class. - 'Feedback is a gift!'
Line Order Walk on the Left		<ul style="list-style-type: none"> - All classes should have a lining up order which is used at all times - Children always walk in single file on the left hand side of corridors.
Groups		<ul style="list-style-type: none"> - Groups are given colours or names. These are displayed on walls or slides. Books should be stored by group and may be discreetly labelled to support this. Groups should be flexible to meet the changing needs of children. - The majority of groups are mixed ability, but may be ability based in some subjects e.g. RWI and maths.
Work books		<ul style="list-style-type: none"> - Books are stored in clearly labelled blue subject boxes or trays and should be accessible at all times. - Individual books are labelled by adults with the child's name, class and subject. Books are numbered over time as they are finished e.g. maths book 1, maths book 2



Planning Lessons

The New Wave Federation curriculum is the planned experiences and interactions our children encounter every day. These experiences are designed to engage all learners, offering purposeful and exciting learning opportunities for everyone. Our knowledge rich curriculum aims to empower and inform children in preparation for the next steps in their educational journey. High quality planning, that considers the needs and interests of **all** pupils, allows the curriculum to be successful and for children to achieve their potential.

Documents to support planning

At New Wave Federation we use the following documents as a starting point for planning lessons:

- The National Curriculum
- Subject curriculum maps and overviews
- Medium term plans
- Progression documents and skills ladders

All planning is done directly on Google Slides. This makes the most efficient use of teacher's time and enables planning to be more flexible and to respond to AfL. Plans must be adapted to match the needs of the children in each class and to reflect previous assessment. Planning for the following week must be saved on **Google Drive** by Wednesday each week.

Lesson Structure

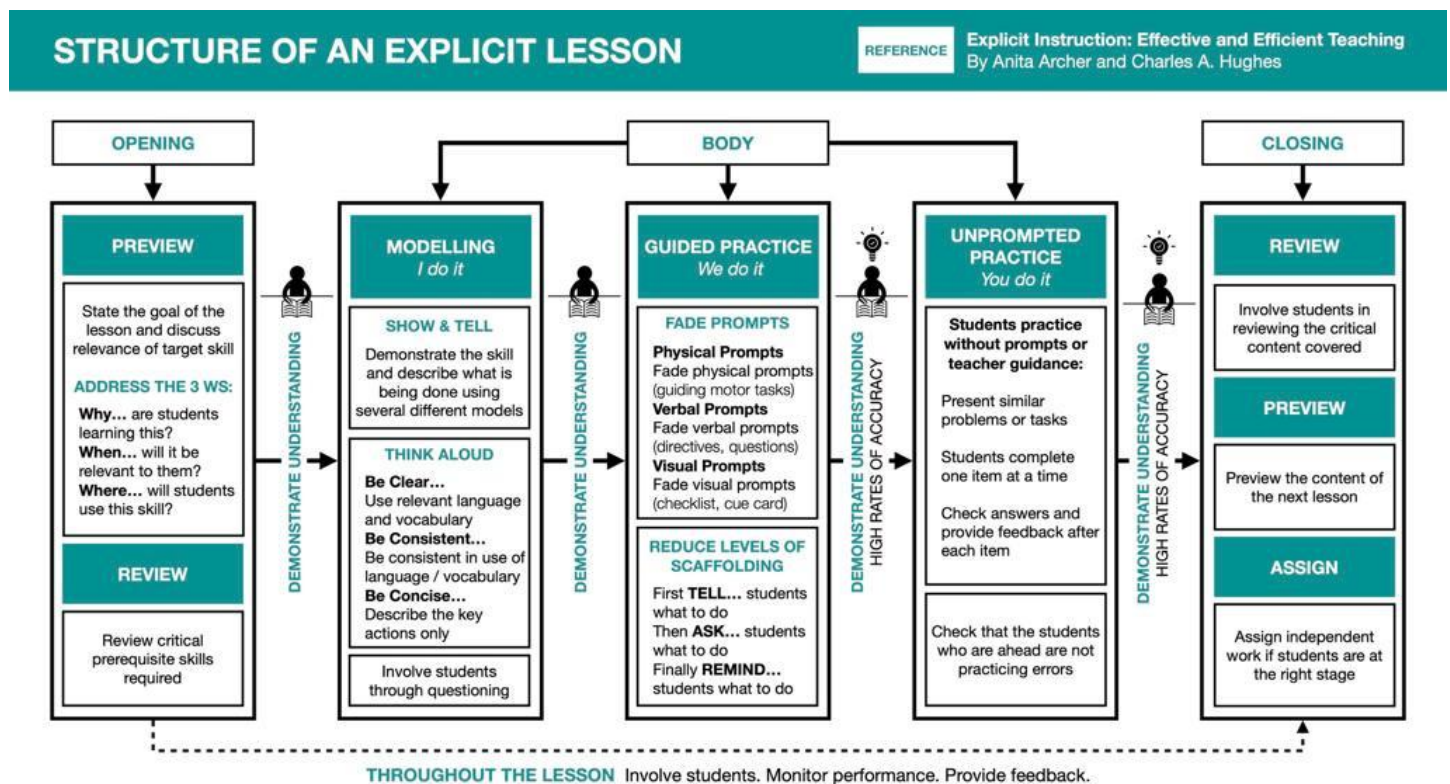
All lessons should contain the following as a basic guide:

Do Now/Review	This is a quick 5-minute task that practises a skill from the previously taught lesson, or reviews children's knowledge through speedy retrieval.
Learning Intention	This is the main objective to achieve in that lesson. Learning intentions are taken from the medium term plans, which are based on the national curriculum objectives. It is essential that learning intentions are: <ul style="list-style-type: none">• in pupil friendly language• explained fully to the pupils• referred to and reviewed regularly throughout the lesson• reviewed in the plenary
Success Criteria	The supporting skills, or 'steps to success', that will enable children to achieve the LI successfully. Success criteria are skills-based, often lifted directly from National Curriculum statements, rather than activity-based. Success criteria should be shared with pupils and referred to throughout the lesson.
New Learning	New learning is introduced and explained to the children in small chunks. The purpose of the new learning, and its wider application, is also made clear to the children.
Talk Task	Talk tasks, or partner tasks, allow children an opportunity to practise new concepts, and to rehearse new vocabulary, with a partner. Talk tasks are always modelled to children and appropriate scaffolds provided, e.g. sentence starters.
Modelling	Explicitly model what you want the children to do, using the resources you want them to use. Use Think Out Louds (TOL) to support the children to develop their meta-cognition as well as the learning steps for the lesson.

Main activity (including mini plenaries)	Give children the opportunity to write, investigate, make, record, discuss, act or research the learning. This should be recorded in some form: observation notes, drawing, photo, sentences, diagram, prose and may include digital evidence.
Plenary	Plenaries give children the opportunity to feedback what they have learnt. Check outcomes against the LI and SC. Self assess, evaluate, celebrate and share good examples of learning and discuss any next steps.
Assessment	Assessment of children's progress towards achieving the learning intention occurs throughout each lesson and informs the level of scaffolding or independence needed for children. For more information, read the section on Questioning and Taking Feedback .

Explicit Instruction

At New Wave Federation we follow best practice and structure lessons to gradually increase children's cognitive load, with regular assessment to check their understanding at each stage. We begin with a fully worked example, where we talk pupils through all the steps required to complete a task or solve a problem. Then pupils practise a similar task with guidance from the teacher, before finally conducting independent practice. Put simply this method can be referred to as "I do, we do, you do". This is demonstrated in the diagram below.



Modelling and Thinking Aloud

Externalise your thought process

Modelling is a strategy where a teacher explicitly demonstrates a concept or approach to learning. Research shows that the best teachers use modelling, scaffolding and thinking aloud to narrate their decisions and choices to help pupils internalise the processes involved and develop their metacognition.

Live modelling

We walk children through a learning process by explicitly modelling the mental processes involved. We consider beforehand how we will simplify this process as much as possible and break the learning up into **small steps** - with practice at each stage. Whenever we model live in front of the class, we explain our learning processes and narrate our thinking out loud. This gives pupils a deeper understanding of the task and how they can achieve high quality outcomes.

Gradual release of responsibility

To develop independent learners we gradually shift cognitive work from the teacher to the pupil. We always start with a fully worked example, where we talk pupils through all the steps required to complete a task or solve a problem. Then pupils practise a similar task with guidance from the teacher, before finally conducting independent practice. Put simply this method can be referred to as “**I do, we do, you do**”.



Developing pupils' metacognitive talk

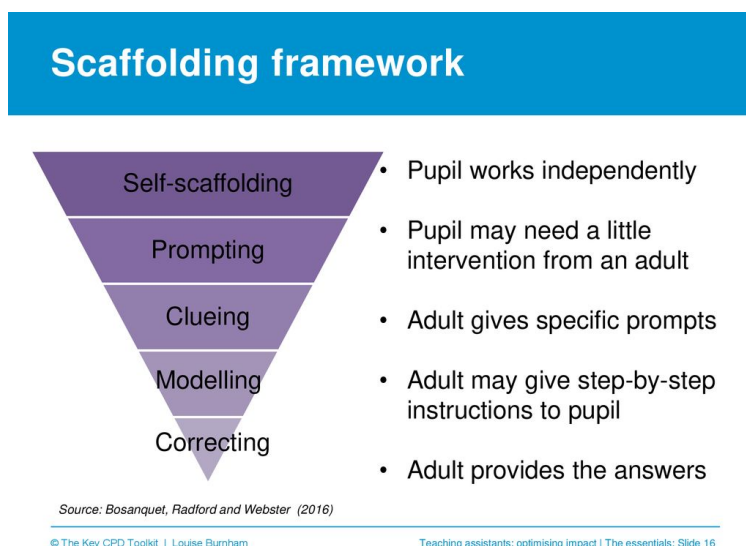
Well prepared teacher models with effective ‘think out louds’ (TOLs) ensure that our pupils internalise thinking processes and learn to evaluate their work as they go. Over time pupils move from external talk and guidance to being able to do these things independently, without teacher support. [Research shows](#) that developing pupils' metacognition in this way has a huge impact on pupil outcomes.



Scaffolding

Why scaffold?

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Teachers provide successive levels of temporary support that help students reach higher levels of attainment that they wouldn't be able to achieve without assistance. Like actual scaffolding, the supportive strategies are gradually removed when they are no longer needed. The aim is to increase pupils' comprehension and independence over time.



Types of scaffold

There are a wide range of scaffolds we can employ in lessons to meet the differing needs of learners. Some scaffolds will be directed at the whole class - for example explicit modelling of a task - whilst others might be directed at specific pupils who need extra support. Below are common examples of scaffolds we would expect to see regularly used:

1. **Show rather than tell:** Reduce your words and present a clear model to children rather than providing a long explanation. Too much teacher talk can easily lead to cognitive overload for children, whereas an explicit model will show them exactly what to do.
2. **Tap into prior knowledge:** Ask students to share their own experiences and ideas about the content and have them relate and connect it to their own lives/experience. Sometimes you may have to offer hints and suggestions, leading them to the connections a bit, but once they get there, they will grasp the content as their own.
3. **Give time (and structure) to talk:** All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with their peers. We can provide structure to children to help them to be successful with this, for example sentence starters for answering a question. As we all know, structured discussions really work best with children regardless of their age or level.
4. **Pre-teach vocabulary:** Sometimes referred to as front-loading vocabulary, need to carefully consider words/phrases that children need to know that might hold back their understanding. Pre-teaching vocabulary doesn't mean pulling a dozen words - carefully select.
5. **Use visual aids:** Graphic organisers, pictures, visual word banks and charts can all serve as scaffolding tools to support children to achieve high quality outcomes.

Questioning and Taking Feedback

High quality questioning and effective feedback mechanisms are essential components of high quality teaching and learning. Research indicates that quality dialogue allows children to develop their vocabulary and reasoning skills, address misconceptions and make accelerated progress.

If a question is worth asking, it's worth **every child** responding. Questions should be pre-planned to elicit evidence of learning and understanding and to guide the lesson. Each time we ask a question, we use the TTYP signal so that all children get a chance to respond. We then use a range of questioning strategies to collect feedback from pupils, informed by Tom Sherrington's *Rosenshine's Principles in Action*.

To collect longer responses from children use the following:

Cold call: No hands up! Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that conspicuously involves all students, front, back, in the corners, shy, confident - everyone. It's not a one-off strategy; ideally it needs to be the default mode for all questions - absolutely routine.



No opt out: If a pupil or several pupils get an answer completely or partially wrong or they say they don't know, move to other pupils or provide the correct answer. But then go back to all those pupils who made errors or couldn't answer, giving them a chance to now say the right answer. This gives them an opportunity for practice; but if done routinely, it also means that students soon learn there is no value in offering 'I don't know' as a defence in the hope of being left alone!

Probing questioning: Make it the default that, in any given exchange, you are asking each pupil three/four/five questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success. *Rosenshine* provides some good examples of this, for example:

- That's interesting, what makes you say that?
- That's true, but why do you think that is?
- Can you explain how you worked that out?
- Are you sure? Is there another explanation?

Think, Pair, Share: Give the class a specific time-cued task - for example, to decide on four main points in order of importance, in three minutes. Get them all talking in pairs and then, on time, bring them back together with a signal. Then engage in probing, cold-call questioning, asking them to report back what their four points were. You can also get them to explain things to each other or to take turns to quiz each other based on prompt sheets or a text.

Say it again, better: When pupils offer short, half-formed or partially incorrect answers, say, 'Thanks, that's great. Now let's say it again better. Try again but make sure you add in X and link it to idea Y.' Allow them an immediate opportunity to give an improved response.

For shorter responses use:

Whole-class response: This can be implemented using whiteboards or iPads. Either allow for quick responses to multiple-choice questions as well as practice sentences, calculations, diagrams - a full range. You set the question, give some response time and then, on cue - '3, 2, 1, show me!' - students all show their answers at once. A simple 'A, B, C, D' or '1, 2, 3, 4' show of fingers also works very well for multiple choice. It's vital to engage with the responses and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.

Word Wave: This can be used to collect short answers from children, e.g. "What adjective can we use to describe the forest?". Ask the question, children TTYP, then wave your hand slowly over the class. When your hand passes over their head they call out their word until all responses are collected.

Monitoring

In our federation, we aim to raise standards in attainment and to accelerate pupil progress. We believe that our children deserve an excellent education and should always receive the best teaching. To support this process, regular monitoring is carried out to ensure a high quality provision is provided to children and to support our teachers to be reflective in their practice.

In order to improve teacher's practice effectively, the process should be transparent and rigorous. To ensure this the following process should take place:

- Teachers are informed of the criteria by which they are being monitored.
- Dates are communicated as to when teachers will be monitored.
- Time is given before the monitoring for the teacher to ask questions, share any concerns, or discuss their lesson.
- Time is given for verbal feedback where good practice is praised and next steps and actions are agreed.
- A summary of lesson feedback and next steps is recorded on **teacher profiles**, stored securely on Google Drive.
- A date and focus for the next monitoring is given so teachers understand the time frame they are working within.
- The monitoring outcomes are reviewed in performance management meetings.
- ECTs are observed at least half termly by a senior member of staff as part of their induction process.
- ITEs are observed more frequently in line with the requirements of their course.



Alongside the senior leadership team, subject leaders may supplement school monitoring to accommodate any new systems or initiatives they have introduced.

In the federation we monitor using a range of evidence. Possible evidence could be:

<i>Lesson observations</i>	<i>Book looks</i>
<i>Moderation</i>	<i>Planning sampling and reviews</i>
<i>Data analysis</i>	<i>Learning walks</i>
<i>Discussion with pupils</i>	<i>Learning environments</i>
<i>Discussion with families</i>	<i>Pupil shadowing</i>

Monitoring planning

To ensure that lesson planning is high quality and caters to the needs of all pupils in the class, leaders will regularly review a sample of teachers' lesson planning. To support this process, it is vital that planning is saved on the **school Google drive by Wednesday the week before the lesson is taught**. This also gives partner teachers time to review their colleague's planning and adapt it to cater to the needs in their own class.

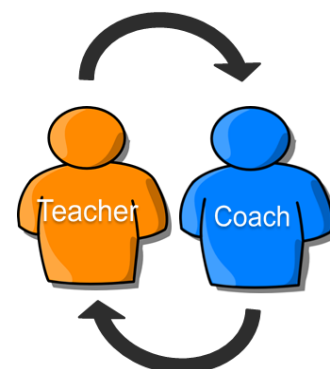
Practice Sessions and Coaching

Practice Sessions

Bitesize practice sessions take place each week to develop staff subject knowledge and/or refine the teaching steps in a particular subject area. They will usually focus on the core subjects of maths, RWI, SFA and writing.

Practice sessions follow the same structure which allows teachers an opportunity to practice steps until they have mastered them.

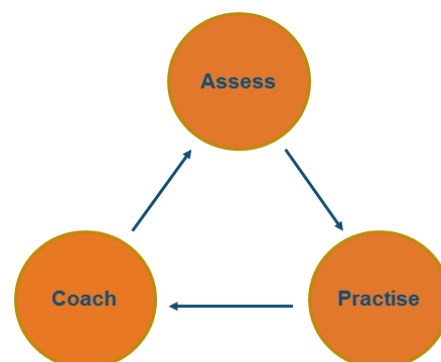
1. **Share purpose:** The subject leader shares the focus activity for the session and explains its importance.
2. **Demonstrate:** Subject leader (or short video clips) demonstrate specific teaching steps to teachers.
3. **Practice:** Teachers practise the teaching steps in pairs, with one in role as the teacher and other in role as the children. Teachers prompt and coach each other and swap roles when ready.
4. **Repeat until automatic:** The subject leader supports teachers to keep practising until they have mastered the steps.
5. **Lock it in:** Staff reflect on the session and write down the teaching steps and particular aspects of the activity they need to remember.



Instructional (side-by-side) Coaching

Following practice sessions, school leaders will follow up on the focus of the session with side-by-side coaching of teachers in class. This type of on-the-spot coaching involves leaders standing alongside the class teacher and jumping in, if necessary, to model particular teaching steps to the class. They will then ask the teacher to repeat the steps with their guidance. Following the session leaders will clarify aspects of the activity the teacher needs to develop further. This coaching cycle ensures that teachers have regular access to high quality professional development and support.

Leaders in the school follow the Assess-Practice-Coach cycle. This involves assessing strengths and areas for development within a subject, through learning walks, observations and book scrutinies. Areas for development are then addressed through



Curriculum

Our belief in excellence in educational provision, in opportunities and in learning for all is at the heart of the New Wave Federation. Every child, regardless of their background, deserves no less than the best learning experiences and support to achieve their full potential.

The New Wave Federation curriculum is the planned experiences and interactions our children encounter every day. In their entirety, these are designed to engage all learners, offering new and exciting learning opportunities for everyone. Our powerful and knowledge rich curriculum aims to empower and inform children in preparation for the next steps in their educational career. Our curriculum is designed to develop a capacity to accommodate new knowledge building on prior knowledge and experiences, resulting in curious minds.

English - Reading

At New Wave, our intention is for children to leave us as fluent and confident speakers, readers and writers, empowered by a structured and creative English curriculum with high-quality texts at its heart.

Children develop as confident and passionate readers, where reading is used not just to develop their subject-specific knowledge, but widen their understanding of their own and other cultures and societies, build their emotional intelligence and grow their imagination. Continuous investment, training and resourcing for this initiative ensures that our staff know how to foster this lifelong skill. Teachers read to their pupils every day and children are supported to read books that challenge and inspire them. In Reception and Year 1, daily Talk Through Stories lessons also build children's vocabulary and knowledge of narratives. Children experience the shared reading of a broad range of texts and are motivated to read widely both inside and outside of school. They build a strong understanding that reading is for gaining information across the curriculum and for pleasure.

In the New Wave schools, children learn to read using systematic synthetic phonics following the Read Write Inc (RWI) programme. Children are taught to recognise sounds in three sets starting with single letter sounds. Once children can confidently read and name the first five sounds, they learn to blend the sounds orally using Fred talk, then read the words. One-to-one tutoring is used to ensure all children keep up and become confident and effective decoders by the end of Year 1. As children develop fluency and comprehension, they move onto the RWI Comprehension programme then SFA (Success For All) where they will develop their comprehension skills by engaging with a wide range of high quality picture books, novels, non-fiction texts and poetry. As children move through the school, they are taught to retrieve, summarise, infer, predict, discuss meaning and make comparisons and links.

Children are read a wide range of texts to build knowledge and for pleasure, and are taught to write for a range of purposes and audiences with strong links across the curriculum and to local and global issues and current affairs. Reading is brought to life through experiences and the use of technology which provide children with rich experiences to discuss, make links and share and build upon previous knowledge.

At New Wave, we have created reading pathways to develop children's reading in lessons, at home and when reading for pleasure both in and outside of the classroom so that every child sees themselves as a reader. Within each year group, multiple copies of core reading for pleasure books are available for children to read, enjoy and discuss alongside a wide selection of books within each classroom reading area which include picture books, novels, graphic novels, poetry anthologies and non-fiction texts,

Children's Reading Journey



















The overview below sets out the reading journey for every child in the school. High quality teaching at each stage of this reading journey will ensure that children can confidently:


		
Use phonics to decode & develop fluency.	Comprehend & discuss the texts they read.	Develop a lifelong love of reading.

The Reading Journey at New Wave

Year	Reading Programme	Home Reading	Reading for Pleasure
YN	RWI - Introduced to RWI Phonics in the Spring term - Picture names (Spring) → Speed sounds (Summer)	- Children regularly take home a 'book to share' (a free-choice picture book)	- Book-based curriculum - all learning is linked to high quality picture books and non-fiction texts - Daily storytime so all children are read a story at least once every day. - Child-Led Book Talk intervention runs 1-to-1 for pupils with few books at home and weak early language knowledge.
YR	RWI - RWI Phonics from week 1 - 30mins in Autumn → 60 mins in Spring term - One-to-one tutoring starts	Every week children take home: - Their RWI storybook - A matching Book Bag book - A 'book to share', which is a free-choice picture book 	- Timetabled daily storytime - Talk Through Stories RfP and vocabulary programme running 4 x weekly 
Y1	RWI - RWI Phonics continues. - Extra whole-class afternoon speed sounds lesson - One-to-one tutoring continues		- Timetabled daily storytime - Talk Through Stories RfP and vocabulary programme running 4 x weekly 
Y2	RWI → Comprehension - RWI Phonics continues until pupils read fluently. - Once pupils complete Grey level, they move to RWI Comprehension - One-to-one tutoring continues	RWI Children on the RWI programme continue to take home their decodable readers and books to share. See above. Comprehension & SFA Children are regularly guided by their teachers to take home books from the reading area that spark their interest and match their confidence and fluency. 	- One-to-one reading with target children 
Y3 Y4	SFA - Most children begin Year 3 on the SFA Programme . - Within this programme, children move from Developing, to Fluent, to Independent readers. - Some children will continue on RWI Phonics and/or RWI Comprehension .		- Timetabled daily storytime of class novel - DEAR (Drop Everything and Read) time timetabled twice weekly - One-to-one reading with target children
Y5 Y6	SFA (or Fresh Start) - Most children continue with SFA until the end of Y6. We aim for all children to be Independent readers by the end of Y6. - Children not on track to achieve the national standard in reading begin Fresh Start Phonics .	Pupils on Fresh Start: - Their reading extracts to practise - A book to share from the reading area Pupils on SFA: Children are regularly guided by their teachers to take home appropriate books.	- Timetabled daily storytime of class novel - DEAR (Drop Everything and Read) time timetabled twice weekly - Chatterbooks Book Club for GD readers

Reading for Pleasure Pathways

New Wave - Year 2 - Reading Pathway			
Books to Read for Pleasure			
The Classic 	The Future Classic 	The Non-Fiction One 	
The Poetry Collection 	The Graphic Novel 	The Funny One 	
Books to Learn From			
			
			
			



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 Department for Education

Essential Reads Year 6

Books to
prompt
writing

Books
to
share








Must
reads

Representative
texts

Poetry &
Graphic
novels

English - Writing

Writing is taught through engagement with high quality texts during focused writing weeks and writing lessons throughout the term. Children are provided with opportunities to write for different purposes to a range of audiences and publish a piece of work into their writing celebration books each term.


Writing Texts and Genres Overview					
Year 3					
Autumn 1			Autumn 2		
				Spring 1	
Narrative (5 weeks) Poetry (2 weeks)			Recounts (3 weeks) Narrative (4 weeks)	Narrative (3 weeks) Explanation (3 weeks)	
Spring 2			Summer 1		
				Summer 2	
Narrative (3 weeks) Biography/Autobiography (3 weeks)			Descriptive writing (2 weeks) Poetry (2 weeks) Non-chronological reports (2 weeks)	Narrative (5 weeks) Instruction (2 weeks)	

A strong understanding and application of vocabulary, grammar and transcription skills enable pupils to be confident writers. Direct teaching of ambitious Tier 2 vocabulary in writing lessons drawn from the books and texts read, as well as Tier 2 and Tier 3 words from the wider curriculum and the world around them is fundamental to children having a wide vocabulary when they enter secondary school. Children are taught the grammar and punctuation rules required to meet and exceed year group expectations. The skill taught in each lesson is modelled by the teacher and forms part of the success criteria, expected to be seen in the writing outcomes.

Spelling

The RWI spelling programme is used from year 2 to provide a structured, sequential and cumulative approach to spelling for all pupils. It is aligned to the National Curriculum and teaches children spelling patterns and rules as well as providing them with opportunities to practise and learn common exception words. Spelling is taught over two or three sessions a week, with each session lasting approximately 15 minutes. All student resources and activities can be found on the Oxford Owl website and in the Practice Book for the respective year group.

Every half term, pupils are provided with a list of spellings to be learnt. Spelling lists for each week are linked to the rule children have learnt in class, Children practise these in class and at home as part of their home learning. The children are tested on their ability to apply these spelling rules independently in their weekly spelling tests. Spelling lists are given to families at the start of each half term and are published on the school website.

<div>  <div>Year 1 Spellings Summer Term 2</div> </div>					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Test w/b 6.6.22	Test w/b 13.6.22	Test w/b 20.6.22	Test w/b 27.6.22	Test w/b 4.7.22	Test w/b 11.7.22
ue	kn	ck	wh	ph	ure
rescue blue glue due true issue	knock knight knee know knot knit	clock rock lick pick back snack	wheel whirl white what when which	phone trophy phonics alphabet orphan dolphin	pure sure lure creature treasure mixture
anyone some	come watch	who mother	there father	love two	does call

Handwriting

Handwriting is taught from Reception using our Daily Supported Handwriting programme. Handwriting is always modelled to children by the adults in the classroom. In Reception, the focus is on the correct formation and sizing of letters. Children are taught RWI handwriting phrases to support their daily practice of phrases. In KS1, children learn how to join letters correctly by practising cursive letter formation, then joining letters using the six joins: diagonal joins to letters without ascenders, horizontal joins to letters without ascenders, diagonal joins to letters with ascenders, diagonal joins to letter with descenders and horizontal joins to letters with descenders. In KS2, children continue with this practice first in pencil, then in pen from Year 4. All children are expected to use pen and write with correctly formed, joined, cursive handwriting by the end of Year 4.

Rockin' Round Letters	<i>c a g q d o s</i>
Climb and Slide Letters	<i>i l t u y j</i>
Tunnel Letters	<i>r n h b p k m</i>
Loop and Hook Letters	<i>e f</i>
Square Letters	<i>x z</i>
Zig Zag Letters	<i>v w</i>

Diagonal joins to letters without ascenders	<i>ai, ar, us, au, aw, er, ew, ir, ur, ss, as, ea, ae, ee, ie, se, ue</i>
Horizontal joins to letters without ascenders	<i>ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, oo, ot, ov, ow, oa</i>
Diagonal joins to letters with ascenders	<i>ab, ul, it, ch, kn, ll, sh, th, ed, be, de, br</i>
Horizontal joins to letters with ascenders	<i>ol, wh, ot</i>
Diagonal joins to letters with descenders	<i>ff, ph, qu, igh, ing, ng, squ, fe, ge, pe</i>
Horizontal joins to letters with descenders	<i>op, oy</i>

Detailed guidance on our approach to reading and writing is outlined in our **end of year outcomes**, **yearly overviews** and **skills progression ladders**. These are stored on the **Federation Teachers Google Drive**.

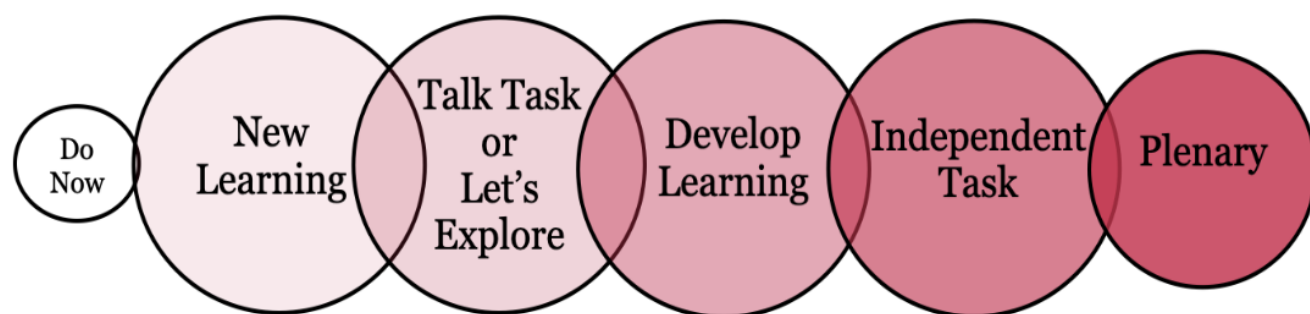
Mathematics

Within our federation, we believe that children should leave primary education as confident, resilient mathematicians with a deep conceptual understanding of the skills required to approach any maths problem. We understand that a deep grasp of mathematics is essential to enabling greater social equity and mobility. In order to achieve consistency and rigour, we follow the Maths Mastery programme which is underpinned by the Dimensions of Depth. These address conceptual understanding, language & communication and mathematical thinking and support mathematical problem solving and enable pupils to make strong connections between topic areas, draw on representations to support their thinking and be prepared to articulate, justify and explain their thinking.

Our ambitious mathematics **programme of study** is aligned to and goes beyond the National Curriculum. Teachers follow a carefully constructed **curriculum map** where prior knowledge and future knowledge is organised so that the children's learning journey is clearly articulated to them. Each year group has a **key representations document** and a **vocabulary list** to ensure that learning is sequential and cumulative. Further details of our approach to mathematics can be found in our [Mathematics Policy](#)

Pre-unit quizzes are used to support diagnostic assessment of the prerequisite knowledge for each unit. Misconceptions are identified and addressed through maths meetings and consolidation lessons. Post-unit diagnostic quizzes are used to help evaluate pupil understanding and plan and deliver review lessons as needed based on the outcomes of assessments. The Maths Mastery Ready to Progress Intervention programme is used by teachers and teaching assistants to target specific areas of the curriculum where additional support may be required.

Maths lessons begin with a Do Now Task. The practice children do in this part of the lesson either helps them develop their learning later in the lesson or builds fluency in a key skill. Children are taught 'star words' which are the key vocabulary needed to be understood and used to develop learning throughout the lesson. New learning is modelled using concrete manipulatives and visual representations - all children are expected to use mathematical vocabulary and symbols correctly as well as articulate their mathematical understanding in full sentences. Misconceptions are anticipated and addressed and the talk task is modelled. Learning is developed after a talk task through modelling and practice of previously learnt models/representations/skills/concepts. The addressing of possible prior misconceptions are addressed and independent learning is modelled. During independent practice, all children are engaged in learning about the same mathematical concept or skills, with an appropriate amount of scaffolding. All children have access to appropriate concrete manipulatives. There is an emphasis on understanding and building fluency. Children are provided with opportunities to develop understanding of the same mathematical concept or skills through solving less routine problems, demonstrating through using concrete manipulatives/drawing diagrams, explaining in full sentences or asking and answering their own questions. A plenary is used to celebrate success, address any further misconceptions or consolidate new knowledge and steps to success.



Arithmetic	New Learning	Talk Task	Develop Learning	Independent Task	Plenary
5mins	10mins	5mins	5mins	30mins	5 mins

Manipulatives the children need for learning must be prepared and organised in advance of the lesson (these should be readily available in classes). MyMastery provides a Reception, Key Stage 1 and Key Stage 2 resource list of the manipulatives, charts and frames needed to deliver the curriculum.

Evidencing in books should clearly show the new learning the children have acquired. (Stickers and additional resources for tasks are available on the Maths Mastery platform). If alternative resources wish to be used other than Maths Mastery resources, these must be shown to the maths leader before being used.





























Maths meetings are used to provide opportunities for children to consolidate key areas of maths and develop fluency. Maths learning walls are used to capture the learning journey over the course of a topic providing children with prompts of key vocabulary, concepts and representations.

Science

At New Federation, we believe science should excite children's interests, build on their prior knowledge and natural curiosity and develop a passion to ask and answer questions in order to deeply engage with and develop an understanding of the world around them. In Early Years, children begin by learning about the natural and man-made world and are provided with opportunities to make and share observations, carry out simple tests and learn a wide range of vocabulary which form the beginnings of scientific concepts built on across Key Stage 1 and 2.

Our curriculum is aligned to and goes beyond the National Curriculum, developing children's knowledge of biology, chemistry and physics through the development of substantive and disciplinary knowledge. Children develop scientific enquiry through opportunities to: observe over time; pattern seek; identify, classify and group; plan and conduct fair and comparative tests and research using secondary sources. Through these stands, children learn to work scientifically by: asking scientific questions, planning enquiries, observing closely, taking measurements, gathering and recording results, presenting results, interpreting results, drawing conclusions, making predictions and evaluating enquiries.

Units of work are planned according to the number of hours required to effectively teach them rather than in half termly blocks. Our **curriculum map** is used to show when and for how long units are taught.

new wave federation		Science Curriculum Map 2022/23																	
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2								
Y1	Everyday Materials		Animals and The Human Body				Plants				Seasonal Changes								
Y2	Living Things and their Habitats			Properties and Uses of Materials				Growing Plants				Animals including Humans							
Y3	Light		Forces & Magnets				Rocks				The Life Cycle of Plants			Healthy Bodies					
Y4	Sound		Electricity				States of Matter				Identification and Classification				Digestion and Food Chains				
Y5	Properties & Changes of Materials				Forces				Earth & Space				Plant and Animal Life Cycles				The Human Life Cycle		
Y6	Classification		Light				Electricity				Evolution & Inheritance				The Circulatory System				

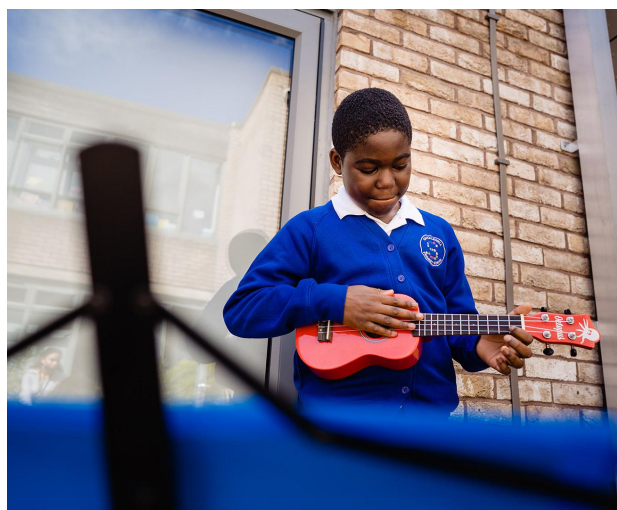
Units build across the year and over the years to provide children with a deep understanding of science and how areas of science interlink. Our **curriculum overview** shares the key objectives and identifies types of scientific enquiry, practical activities, trips and visitors that ensure a broad programme of study for all children. They also include key

assessment questions which are used to check children's understanding. Lessons begin with retrieval quizzes or Do Now tasks designed to ignite prior knowledge on which children can build new knowledge. **Medium term plans** provide further subject specific knowledge to facilitate the delivery of an excellent science curriculum. Knowledge Organisers contain the key vocabulary and concepts for each unit to support children to build their understanding over time. These are stuck in books before each unit, are displayed in the classroom and are shared with families on the school website.

Wider Curriculum

At New Wave Federation, the wider curriculum is delivered by class teachers, alongside subject specialist teachers for PE, Music, Art & Design, Design Technology and Spanish. Class teachers are responsible for delivering RE, PSHE, History, Geography and Computing as outlined on their class timetable. The New Wave Federation curriculum intention, implementation and impact is outlined in the **Curriculum Policy**. This document outlines the underlining vision for each curriculum area. The implementation highlights the varied approaches to delivering the curriculum and the impact indicates how teachers and children will know how they have been successful in their learning. The curriculum handbook also includes a section for each curriculum area on enrichment. This indicates to staff how the schools make the curriculum they deliver relevant and focused on the cohort of learners within the school.

All curriculum maps, curriculum overviews and medium term plans are stored in the Federation Teachers google drive.



Home Learning

We see education as a positive partnership between home and school; home learning is a key part of this. It offers children the opportunity to become independent learners and to practice and apply skills learned in the classroom, increase their knowledge and to develop their understanding. Our home learning also offers an important opportunity for parents to work in partnership with school to support their child's learning.

Weekly Home Learning Tasks

Weekly **maths** and **spelling** home learning is shared on Google Classroom or Google Sites each Friday to be submitted by the following Wednesday. This allows children to ask about tasks on Monday/Tuesday if they are unsure about how to complete it. It also allows teachers time to mark or respond to home learning before Friday. Children are tested each Friday on their weekly spellings.

Maker Mats/Home Learning Projects

Maker mats, or home learning projects, are produced half termly. These provide children with simple, creative tasks linked to curriculum topics that promote divergent thinking and creative expression. Teachers should make every effort to ensure these ideas/tasks are based on current curriculum topics to consolidate children's learning. Home learning is displayed and celebrated in classrooms and shared areas in the school.

Home Reading

Children must be given daily opportunities to take books home across all year groups. Children on the RWI programme who are learning to read will be provided with a copy of the book they have read in class, a second 'book-bag book' which contains familiar sounds and words, and a 'book to share' which parents/carers can read to their child. As children develop as readers, they will be able to read these to their parents/carers or to themselves. More confident readers will be able to choose a book from their class reading area or library. Children are encouraged to make recommendations to each other to develop a reading community within their classroom.



Enrichment

Enrichment within the New Wave Federation

The New Wave enrichment program is a contributory part of the New Wave Federation's broader inclusion objective in providing educational opportunities for all pupils and underpins our commitment to providing an environment in which all pupils are enabled to realise their potential. The provision of enrichment within the New Wave Federation is intended to support the following objectives:

- The raising of aspirations and expectations for all pupils
- High levels of attainment and achievement for all pupil
- Greater enterprise, self-reliance and independence for all pupils
- Securing pupils' entitlement to a suitably personalised and challenging learning experience that engages with their needs and interests
- Supporting pupils in developing their extra-curricular interests and intellectual curiosity

To ensure that all pupils are stretched and challenged within their weekly timetable, all teaching staff receive training on extending the learning of high ability pupils. By incorporating this practice into each lesson, schools within the Federation ensure that every pupil is supported to achieve and progress. Through reasoning marking, feedback and extension challenges, children are encouraged to develop their higher order skills of conceptual understanding and logical problem solving. Technology is an integral part of learning across our schools, and is used in all subjects to support and extend children as they work towards mastering the knowledge, skills and understanding relevant to their curricular learning.

Pupils supported through the federation's enrichment program are identified through a combination of qualitative and quantitative assessment procedures. Teacher assessment and nomination constitutes an integral part in the identification process, in combination with progress and attainment evaluations. Our schools recognize that pupils develop at different rates, and as such pupils can join and leave the enrichment program at any time in their schooling. Pupil tracking, progress reports and formative testing all contribute to the continuous identification of pupils who would benefit from additional enrichment.

Across our schools, opportunities are provided for all pupils to excel in both their academic work and their chosen interests. To support this development, the federation provides extra-curricular opportunities to enrich the education of pupils excelling in particular subjects, fields or skills. Varied enrichment programs are employed to foster the intellectual curiosity and academic breadth of our most able pupils. Similarly, a wide variety of opportunities are provided for children to develop their sporting, artistic and leadership potential. Our schools encourage our pupils to develop their interests both in and outside school, and liaise with a wide range of outside agencies to discover opportunities for our children to excel.

The Federation's enrichment program seeks to develop students with leadership potential, in addition to those excelling in academic subjects. Through peer-to-peer mentoring and individual targets, children are encouraged to advance their skills of communication, team-leadership and positively developing others. School institutions such as the School Council, Playground Leaders, Eco-Councillors and Digital Leaders are used to encourage children to develop their leadership skills through guidance and experience.

Visitors

We welcome visitors to our schools. Visitors may be: family members/family friends of children at school, visiting experts, members of the local community and anyone who can inspire, share or enhance the provision of our curriculum. All visitor proposals should be passed by the headteacher and should be entered in the school calendar. Visitors must report to reception and sign in using the electronic signing in system. It is the responsibility of staff who the visitor is linked with to show them where the facilities are, emergency procedures and introduce them to other members of staff.

A visitors badge should be obtained at the office for all visitors remaining in the school building for any length of time. This again will be the responsibility of the invitee and must be returned upon signing out of the building. Visitors are not privy to confidential matters of the school. Confidential matters regarding children, families, members of staff and school developments should not be discussed with visitors to the school. For this reason visitors should avoid having breaks in the staff room where confidential information regarding staff and children may be on display and may also be being discussed.

All visitors (except family members /family friends) must have evidence of DBS clearance and photo identification.



School Visits

Teachers are encouraged to enrich the curriculum with educational trips throughout the academic year. The trips may be to a museum or gallery, a field trip, a nature reserve, a park, a famous landmark, or anywhere else linked to an aspect of the children's learning. They may also be planned to provide an aspirational life experience, such as a trip to a university or company. A schedule of trips is planned in advance of each term and must be approved by SLT. The procedure for trips is as follows:

- Find out if the venue has availability.
- Check against the school diary to ensure no other events are booked for that particular day.
- Submit a request to the headteacher or deputy headteacher who will confirm if it can be booked.
- Teacher to ensure trip is added to the school diary.
- Arrange transport, 3 weeks prior to the trip (coaches will need to be booked well in advance).
- Carry out a risk assessment 3 weeks prior to the trip.
- Submit the risk assessment 2 weeks prior to the trip.
- Identity staff (or parent) volunteers 2 weeks prior to the trip.
- Send home a permission letter 2 weeks prior to the trip.
- Week before the trip, inform the kitchen of how many packed lunches are required.
- Day before the trip, check the route and alternative route noted on risk assessment for any disruptions.
- Day before the trip, ask the office staff to phone parents who have not yet signed a permission slip and send a reminder text to families.
- Day of the trip: collect any medical supplies and complete the trip departure checklist.

Trips may be cancelled if risk assessments are not submitted 2 weeks prior to the trip.

Where possible public transport should be used to reach your destination.

On occasion families may need to contribute to the cost of a trip or transport. This is a donation and non-payment will not result in a child not going on a trip. However trips may be cancelled if insufficient funds are raised.

Adult/ Pupil Ratios

Guidance for adult pupil ratio when on trips:

KS2 - 1:15 (1:10 if using public transport)

KS1 - 1:8 (1:6 if public transport is involved)

EYFS - 1:4

Parent/ Carer Permission

All visits involving public transport require permission from parents in writing. Parents sign a permission slip when children join the school that gives permission for children to complete visits within the local area when walking. These visits include: the library, walks in the local area and walking to swimming.

No child can be taken on a trip without permission from the parent or carer.

School trips are an integral part of education and our children will go on a wide range of trips during their schooling. These might be whole class trips and visits or small group trips. These include trips for sports and those for specific groups of children.

Policy Agreed	November 2022
Review date	November 2023