



The Albourne Way

Living life to the full



Teaching...The Albourne Way

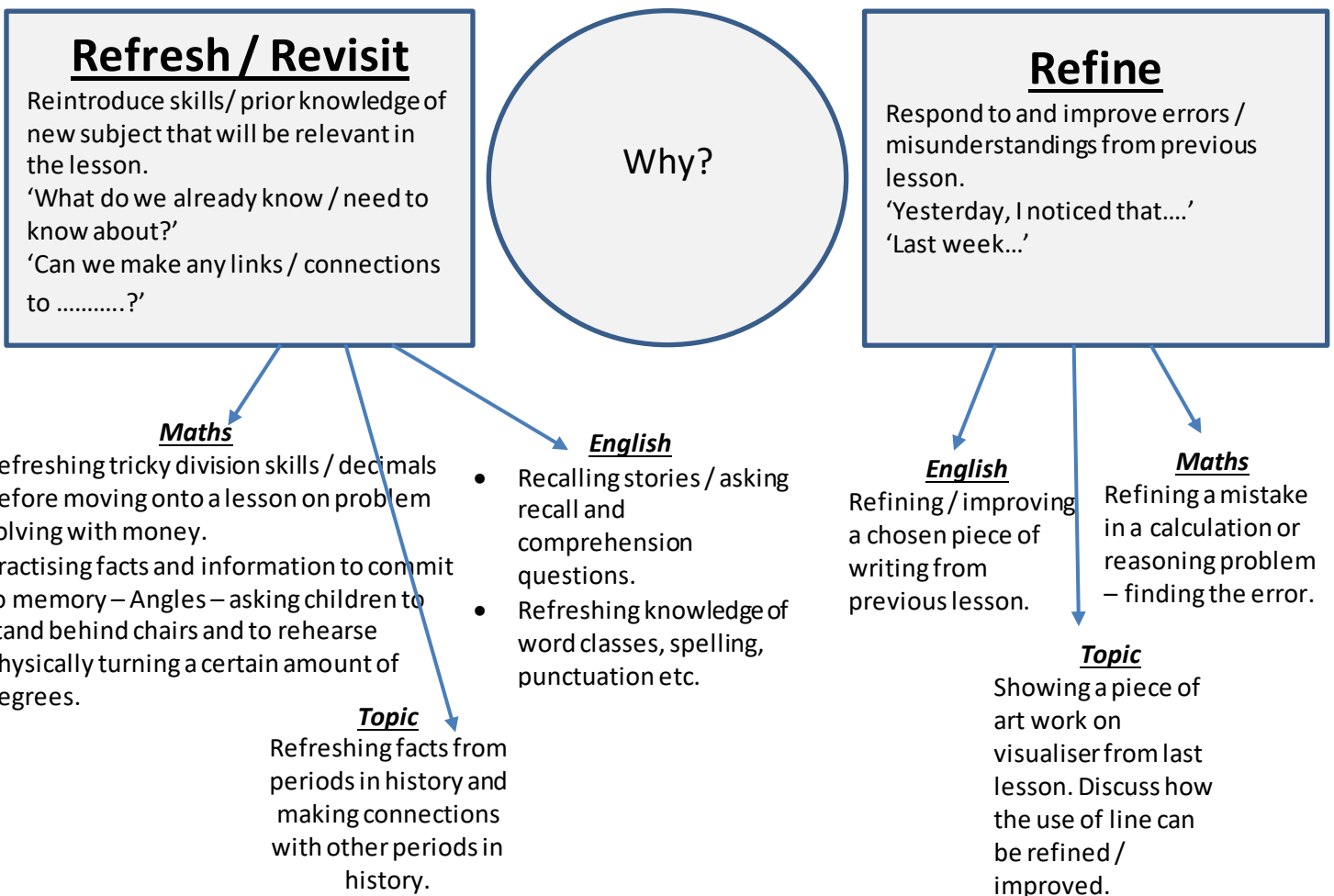
Everything we do at Albourne Church of England School is underpinned by our vision, **The Albourne Way – living life to the full**. Children in our school will achieve highly because our expectations for pupil outcomes are ambitious **PUT SOMETHING ABOUT TEACHING IN HERE**

“Teaching is a lifetime’s craft. Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan Williams)

1 Excellence in Teaching & Learning

During most lessons, a specific structure is to be used:

1.1 Introduction – covering one of the following:



2.2 Modelling

What you do and say will set the standard for the pupils

- Set standards high

Aspiration

I aspire to be the best I can be

- What does the best/ excellence look like?
- Helps pupils to access and achieve excellence small step by small step

I do,...

- Break down your question/ example into small component parts and go through on the board, producing a model example.
- As you work through the example, explain your reasoning and thinking as you go.
- Explain carefully your choice of language, grammar, the way you lay out your working
- Your worked example should be exactly what you want pupils to reproduce in their books
- Ask questions to check for understanding.
- Why did I make the choices I did? What have I just done?
- Display your worked example so that pupils can continue to refer to it.

We do,...

- The next example should be co-constructed with the help of the pupils.
- Show them the example and ask them what the first step might be
- Invite others to **AGREE, CHALLENGE OR ELABORATE.**
- Work through the problem slowly guiding them through with hints
- You might invite someone up to write the next line or get all of the pupils to write the next line on a mini board and hold them up.

You do,...

- Pupils should now be ready to practice independently.
- This could be on mini-boards or in books dependent on confidence levels.
- Choose your questions carefully, to initially allow them to practice similar questions before applying these skills in different contexts.
- Some children may still need further scaffolding and support in terms of more modelled examples. During Independent Tasks, the role of teachers and teacher assistants will be planned and can be one of the following:
 - Running a workshop to support identified pupils
 - Live marking
 - Verbal feedback
 - Questioning pupils to challenge their understanding / enhance learning
 - Addressing misconceptions
- Circulate to assess progress, methodology and live mark, using a lighthouse system where necessary.

2.3 Challenge

You do, more independently...

- Focus on extending the writing sequence so there is more time to challenge the more independent through editing. Albourne Writers' Awards. GDS workshops across Trust throughout year targeted at children to aspire to be GDS.
- Opportunities for extension activities for 'rapid graspers / more independent' that do not move on to new content but **deepen knowledge** within the content they are working on.

2.4 Plenary

- Encourage pupils to reflect on what they have learned and what has helped them to learn. If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?
- The plenary is an opportunity to reflect on what has helped them to learn.
- They may also reflect on what learning skills they have used. It is an opportunity to share good work and offer constructive feedback - this is an excellent opportunity to focus on **The Albourne Way.**

3 Excellence in Engagement

3.1 BEHAVIOURAL ENGAGEMENT

- Are the children physically engaged in learning through their posture and responses?
- Use of the House Value Points System to engage and motivate.
- Are the children following The Albourne Way?

3.2 EMOTIONAL ENGAGEMENT

- How does the child relate to the classroom environment and how positive do they feel towards it?
- Relationships are at the heart of engagement. Children are more likely to engage if they are cared for and if the adults are interested in them. Building those relationships is key – once they feel safe, they will engage more.

3.3 COGNITIVE ENGAGEMENT

- Are they thinking about what they are doing and playing an active role in their learning?

3.4 ACADEMIC ENGAGEMENT

- Children who engage behaviourally, cognitively and emotionally more likely to continue in education.

3.5 Ways to ENGAGE

The children are more likely to learn the information if they understand the 'Big Picture' around the learning.

Childrens concentration spans will be about two minutes in excess of their age so significantly more learning will take place when new information is explained in short burst sessions rather than extended periods of time. Some good effective strategies are:

- **Daily review:** Take time each lesson to reflect on prior learning. Lessons should begin with the recall of previous learning – not just recently learned information, but information that was learned much earlier.
- **Chunking down or Lego brick learning:** Always ensure that new learning is presented in small steps so that you can check for understanding before moving onto next stage.
- **Questioning:** Ask good questions. Good questioning can be one of the most effective classroom strategies of all if you keep questions open, keep questions inclusive (you decide who answers rather than leaving it to a “hands-up free-for-all”) Questions should be asked frequently and to all students throughout the lesson. This can be a huge challenge, so do not feel guilty if you do not get around all 30 of your students in one lesson. However, aiming to get around your class on a regular basis will achieve two things. First, it provides opportunities to assess and give feedback to each student. Second, it instils in the students the idea that there is no opt-out; students cannot just refuse to pay attention, because everyone will be expected to answer at some point in the lesson.

Questioning Examples:

Which one is best.....and why? /

Tell the answer to the person next to you

Raise your hand if you agree with..

What is the main idea of?

Write the answer down before sharing it

Think for 13 seconds – random times have proven to add more interest then share with the person next to you

How does this relate to our previous learning?

Provide thinking time by pre-warning childrens, e.g. *In two minutes I am going to ask you...*

Ask children to think of three different answers and choose the best one.

Deepen understanding with follow up questions such as, ‘*What made you think that?’ ‘Explain to me how you came up with that answer?’*

Ensure that children understand the question by repeating it back to you.

- **Provide models:** Live, worked examples (not pre-prepared model-answers) should be demonstrated by the teacher, who models how the information should be presented, applied, analysed, evaluated, etc. This has the benefit of giving the students a visible idea of what knowledge and skills they should be able to replicate or create on their own. This also shows to the students what the “journey” to the answer looks like, helping them to tackle challenges one step at a time, building resilience.
VISUALISERS ROCK!
- Engagement is the hook / interest to reel children into the learning; Motivation is what continues them to do it.

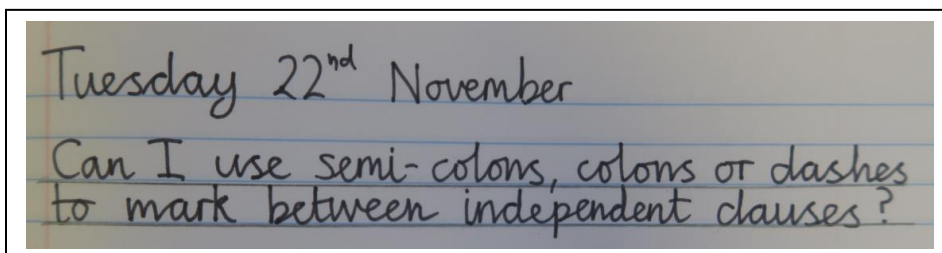
4 Excellence in Presentation– **BOOK IS KING** – *Aspiration* is the key

The outcome of the childrens' learning throughout the year is in their books.

On each of these books should be the name of the book and the name of the child on a sticker produced by the office. ***It is essential that the covers of these books are not drawn or written on – teachers must ensure that children are taught to follow our Christian Value and Respect their books.***

4.1 English, Topic, Science, Guided-Reading and Art Books

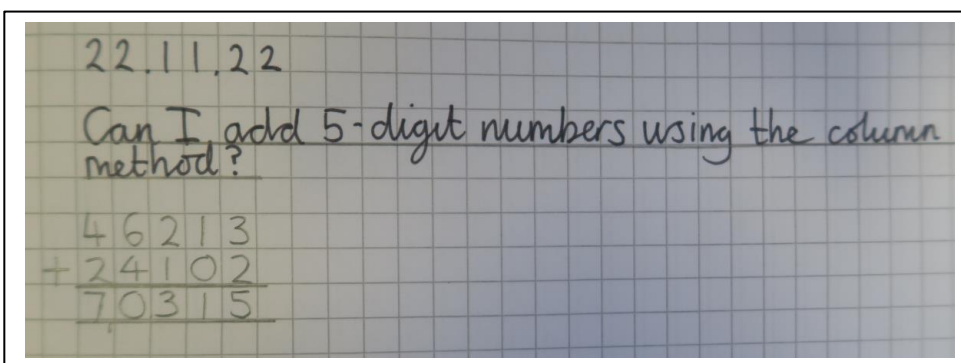
- For each piece of work in the English, Topic, Science, Guided-Reading and Art books, children need to write the long date or short date and then the title, which will usually be the Learning Intention - they then need to underline the title in pencil using a ruler.



- All children should write in pen from summer 2 in Y2.
- Children should write from the margin.
- If a child makes a mistake then they are to use pencil and a ruler to line through the mistake with 1 line.
- If a children is presenting their work as they should be, then it is the adults's responsibility to award House Value Points for *Aspiration* and follow the Albourne consequences chart for not following The Albourne Way.
- Worksheets that are not made by the teacher will be kept to a minimum.
- Everything that is stuck in the books should be trimmed to fit and neatly glued.

4.2 Maths Books

- From Year 3, children should write the title in pen and use sharp pencils for all their work in Maths books.
- All work should have a clear and specific learning intention as a title, which should be neat and underlined. When a child is able to write this for themselves, they should be encouraged to do so unless it has been printed by the teacher.
- All work should be dated with the short numerical date.
- Children should be encouraged to write out full calculations/number sentences in their books.
- Children should write 1-digit in 1 square.



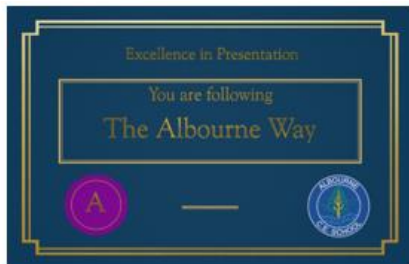
4.3 KS1

- In KS1, children will write in sharp pencil on every other line.
- Teachers may use stickers or print the title and date.
- Photos will be used for evidence of learning and will have a context and comments on a sticky not.

4.4 **The Albourne Way** - Excellence in Presentation

When a child is following **The Albourne Way** or making progress from their starting points, they are sent to Ms Keeling for an A sticker or Ms Keeling will go on the **Albourne Way hunt**.

- If they receive **3** of these stickers, they will be awarded an extraordinary certificate.
- If they receive **5** of these stickers, they will become a member of **The Albourne Way Ambassadors Association** and will be awarded a special badge.
- The Albourne Way is about following the 'Excellence in Presentation' way; it is not just about handwriting and best practice but progress from starting points.



- The children who receive bar badges will form '**The Albourne Way Ambassadors Association**'. This will mean regular meetings, including working lunches, to look at progress in books, discuss next steps and identify the next group of Ambassadors for the following term.

5 **Differentiation / Adaptations**

There is to be no ceiling in expectations on pupils at Albourne. **ALL** pupils should have the opportunity to become successful learners and achieve the curriculum objectives.

5.1 Differentiation will occur through adaptations / self-choice / challenges / teacher scaffolding / word banks / using equipment and questioning. Teachers might use differentiated success criteria, e.g. include commas , or include semi-colons.

5.2 During the independent stage, children will have the choice of tasks ranging in difficulty for the more independent and The Albourne Writers' Awards, which showcases independence.

5.3 When children need help during the lesson, they are to use the BEAT technique.

- B** – Use your brain first.
- E** - Look at the environment.
- A** – Ask someone next to you.
- T** – Teacher.

Write...The Albourne Way

At Albourne, we follow a skills based writing programme based on I'm a Clever Writer called Write...The Albourne Way.

Each year group has a set of skills they have to master to be a Y? Albourne Writer.

At the start of the week, teachers model a WAGOLL text (What a Good one looks like), which is based on the topic currently being studied. The WAGOLL contains writing skills that the children have learnt and 2 new skills to learn that week. The WAGOLL also contains Golden words, which enables the children to develop richer vocabulary.

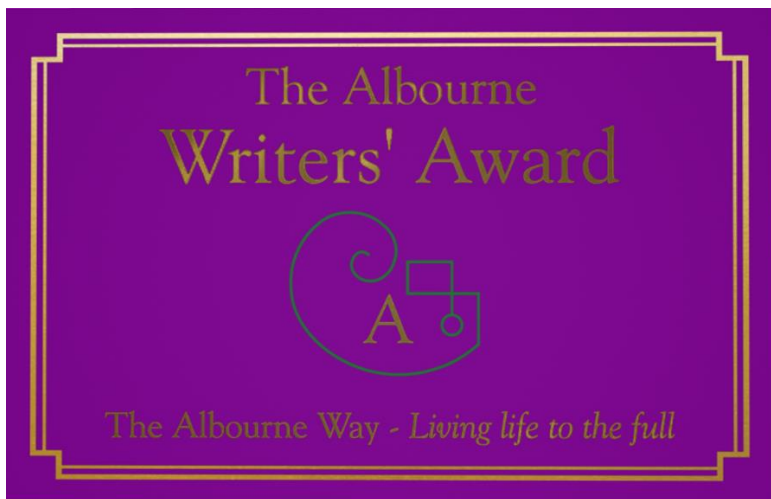
During the week, the children master the 2 new skills and at the end of the week, write their own version of the WAGOLL.

During the lessons, adults will 'live mark' the children's work, giving instant feedback for them to improve their writing.

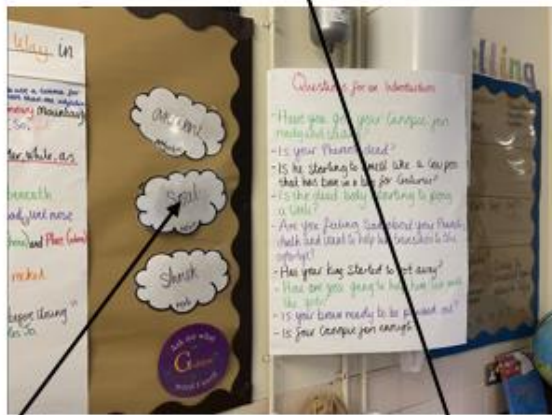
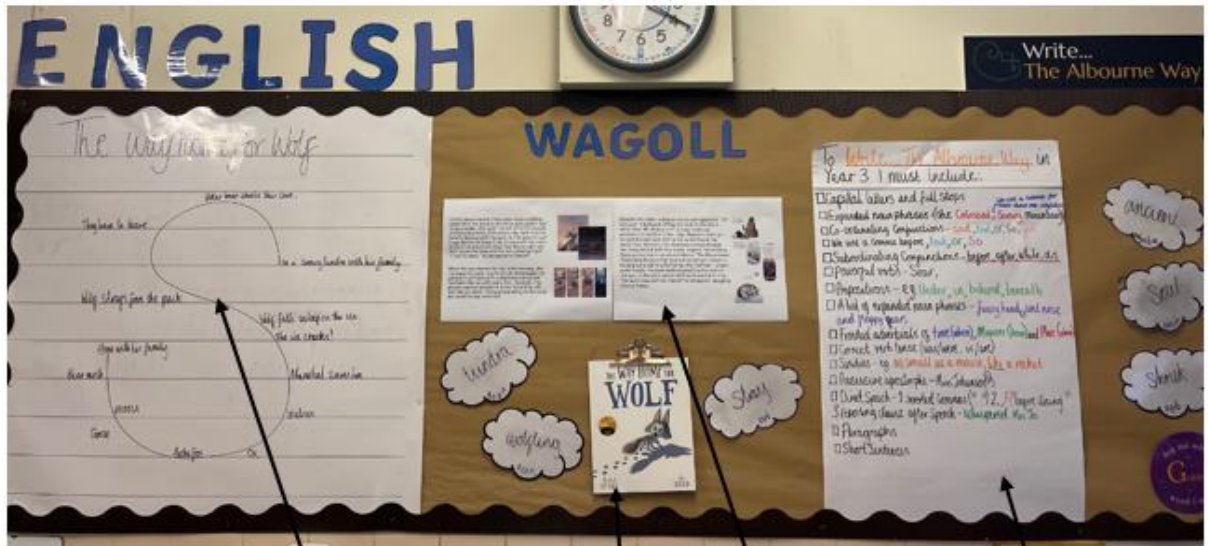
Every half-term, the children spend a week entering The Albourne Writers' Awards. This is an opportunity for them to use the writing skills learned in a piece of their own choice, based on their topic.

This gives the more independent children chance to show what they can do independently and the teacher opportunities to work with some focussed groups.

At the end of this 2 children from each class are awarded a special certificate and 1 child from KS2 and KS1 is awarded a trophy. They then keep the trophy for half a term before the next Albourne Writers' Awards. Their name is then etched on the trophy, culminating in a legacy of Albourne Writers to aspire to.



Working Wall in English



Golden Words in bubbles

Modelled Writing / ideas on whiteboard paper

Current text / book

Example WAGOLL

Modelled Writing / Ideas flipchart paper

Y3 Checklist

Following The Albourne Way means looking at progress from their starting points and children are encouraged to do this.

Example of Progress from starting points Y3

Wednesday 6th September

LI: I can create expanded noun phrases

Noun Phrases

The ~~romantic~~ ^{shining} green tortoise

The ~~shiny~~ ^{green} grass

The ~~green~~ ^{sky}

The ~~fast~~ ^{glimmering} ~~new~~ ^{tortoise}

The ~~smelly~~ ^{lovely} ~~fresh~~ ^{green} grass

The ~~gummy~~ ^{red}

The ~~pink~~ ^{line}

The ~~shiny~~ ^{new} ~~heart~~

Ⓟ-TAV

Feed 5.9.23

I can recognise the main events of a story.

Thursday 7th September

LI: I can choose exciting adjectives

1. The ~~horrible~~ ^{hairy} ~~heart~~.
2. The ~~confident~~ ^{hairy} ~~heart~~.
3. The ~~dark~~ ^{bright} ~~green~~ ^{green} ~~succuss~~ ^{spots}.
4. The ~~star~~ ^{sky}.

1. The ~~gummy~~ ^{hairy} ~~heart~~.
2. The ~~hairy~~ ^{tortoise}.
3. The ~~gummy~~ ^{comfortable} ~~grass~~.
4. The ~~clear~~ ^{sky}.

Friday 8th February

LI: I can write instructions for mummification

Big write		Student	Teacher
Capital letters and full stops		↓	✓
3 questions within the introduction		↓	✓
Subheadings (what you need, what to do etc)		↓	✓
Changing the adverb's place in the sentence		↓	✓
Top tips		↓	✓
Ascenders hitting the top line		↓	✓
Writing on the line		↓	✓

How to mummify a Pharaoh:

Ask: Are you always worrying about when your king is going to die? Are you always thinking about how to mummify your king or queen? ^{what will you do} When do you think your body is going to smell a bit? ^{dego!} Well follow this transition. ^{starts}

Equipment:

A dead body (Make sure their not sleeping). A King or Queen. A palm oil and water from the river Nile. Make sure theres no fish. A hook and knives, canopic jars, natron, makeup, sake hair, linen, cloth a book or the dead, eyes.

1. With a hook ^{take} carefully ~~take~~ out the brain. Don't do it to ~~save over wise~~ and ~~break the nose~~ ^W ~~stret over wise~~.
1. Wash the body, carefully, slowly and nicely. Don't forget the bottom.
2. ^S Get ~~the~~ ^W ~~canopic~~ ^W jars ready and put the ~~stiply~~ ^{stiply} ~~intanal~~ ^{intanal} organs ^{in them} back in. Don't forget to put the heart back in!
4. ^S ~~thoroughly~~ ^{thoroughly} put natron on the body. Don't miss a ^S ~~bit~~ ^S, this is crucial. ^S
5. ^S Sit ~~tuss~~ ^S the body with linen patiently and nicely. Don't ^S ~~forget up the nose~~ ^S.
6. To make the face look more striking add some makeup, sake hair and eyes to the face.

Example of Challenging the more Independent

Dear Journal

My name is Ernest Thompson Seton and now I have grown old and my time is nearly up, I feel the need to tell my life's story to the world. I would like to think that I have now served my life's purpose.

January 31st, 1894

To begin with, I was called to the exquisite plains of New Mexico to hunt down a cunning wolf called Lobo. Lobo, dear reader, is the true hero of this bittersweet tale, for he lies in his noble kingdom, and here I am in a dim, dark, damp old room, reflecting on my life's demons. So yes, where was I? Oh, the plains, as I said, they were absolutely exquisite, towering conary sand dunes, melting into the azure skies of the troubled, humid nights. I was so proud to be there. So proud. I have never knew that everything would go down the drain so quickly. Anyway, every beautiful night was cradled by an enigmatic cacophony of howls. One, the loudest, was the famed Lobo King of the Prairie.

So then I began my hunt and soon came to the conclusion that poison was worth nothing. Fat after gail after gail. I then resorted to the crude alternative of traps, snares and crud wire. I didn't realise the pure evil alternative I had chosen. One of the many days of inspecting the traps gave my malicious young self much more than another batch of disabled traps. I found tracks, smaller tracks. These were not Lobo's tracks. These tracks belonged to Blanca, Lobo's beloved mate. My young, naive mind calculated that he should use his best trap. Honestly, I shiver myself whenever I dwell on this subject. I... I used my best trap. My most disguised trap. It was tortuous, lay a feather on it and you will have nothing left but dreamy guffs. I would use more description but it is the truth. Just stuff.

Finally, I set my treacherous plan to work. I succeeded. There lay the most beautiful wolf I had ever seen. My men and I solemnly loaded the whirring cloud of life, now bloodied and grey, onto my horse. I set out another trap, more ~~st~~ simple than most. I knew poor old Lobo must be grief stricken and disorientated so I struck when he was weak. Too weak. Sure enough, the next day, I found the wolf in snares. He gave out a reverberating growl before he was taken hostage at the ranch and there, I got to get a good look at him. This was no supernatural being or hybrid! He was just a grand old wolf with battle scars! We offered him food but, of course, he didn't trust it. For good reason! But in the early morning, he was dead. His grey eyes still gazing out at his kingdom, his pack, scattered.

Maths...The Albourne Way

The main features of a maths lesson at Albourne include:

- The lesson starting with a **'Magic 10'**.
This is a 10-minute session designed to recap and revisit prior learning. Activities in a Magic 10 might include: practising key fluency skills with activities such as the counting stick for times tables, answering questions from content covered last week, last month, last year (or Flash Back 5), active maths activities where children are putting into practice skills they have already learnt or tasks designed to promote mathematical thinking.
- Children working through the **curriculum content at the same pace**. Differentiation is achieved by extending children by emphasising deep knowledge and through individual support and intervention.
- A **'ping-pong'** style lesson where teachers introduce learning in small steps, giving children opportunities to practice, before introducing the next step. This goes side by side with an **'I do'** (teacher), **'We do'** (teacher and children) and **'You do'** (children) approach. This approach increases classroom engagement, enables children to make rapid progress through modelling and scaffolding, and reduces cognitive load as steps are manageable, achievable and guided.
- Use of **working walls** to support children's learning, these will be referred to and added to during lessons.
- Teachers use precise **questioning** in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- Teachers will use the **concrete, pictorial and abstract approach (CPA)** to ensure that procedural and conceptual understanding are developed simultaneously.
- Use of precise **vocabulary, definitions, stem sentences and generalisations**. Verbalised by the children through 'I say, you say, you say, we say'.
- Opportunities for extension activities for 'rapid graspers' that do not move on to new content but **deepen knowledge** within the content they are working on.
- Opportunities for **problem solving and reasoning** for all
- Teachers and teaching assistants monitoring all pupils during a lesson, and providing support for those children who need it as identified in each lesson.
- Children being involved in their own assessment through **'purple pen' marking** and self-assessment of their confidence in the small steps of the lesson.
- Teachers noticing **misconceptions**, either through planned activities to highlight common misconceptions or through identifying them in a lesson and responding accordingly.

The structure of a maths lesson will generally take the following format:

- **Magic 10** – recap prior knowledge/practice key skills (including Mastering Number)

- **Main Teach** – ping pong style lesson with children working at the same pace for the majority – some may need adult support to access. This could include short tasks with a partner/on a whiteboard /independently in books.
- Longer **independent task** that all access – everyone should start on the same activity
- There will also be **extension activities**, which may be ‘Chilli’ challenges
- Purple pen mark/**feedback** as a whole class.

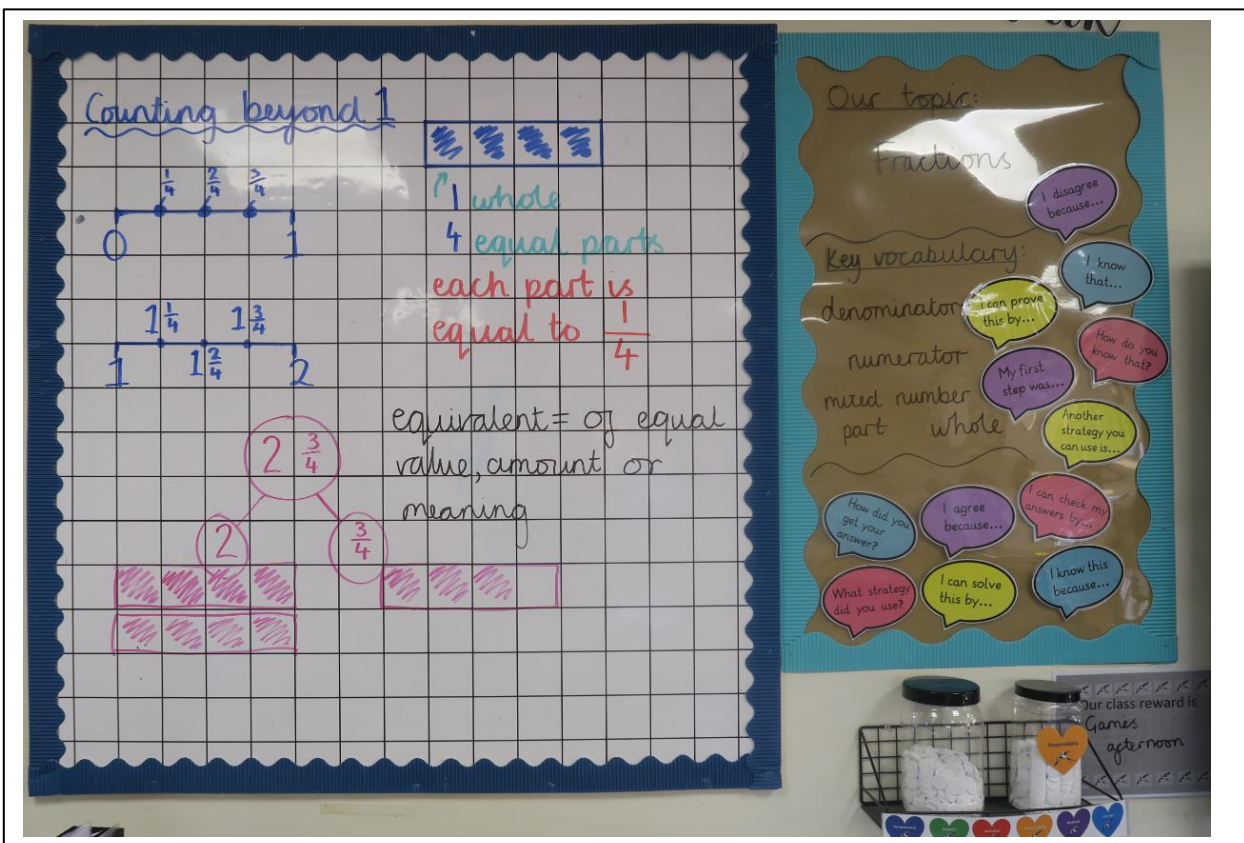
The classroom environment plays a vital role in the way children learn and their well-being. The better the classroom looks, the more it inspires the children and adults inside it. A well cared for classroom can make children feel that what they achieve and how they themselves are perceived is important. The walls in the classroom should be seen as an extra adult.

Classrooms will have a:

Working Wall in English

6.2 Working wall for Maths

The Maths working wall will be divided in half, with half covered in the squared laminate, the other half will be divide in two for vocabulary of current unit and visual representations.



6.3 Spelling board

The spelling board will include: spelling-pattern, non-negotiables, magpie words and topic vocabulary.

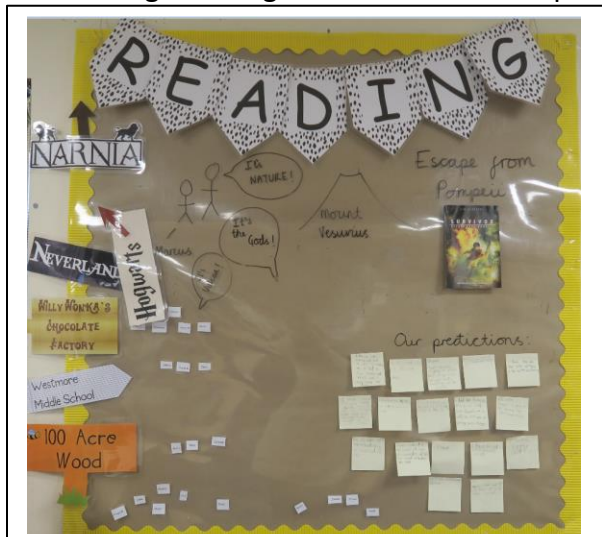
6.4 Phonics board in YR,1 and 2

The phonics board will have the sound of the day, speed sounds chart with an arrow for the focussed sound.

The English working wall and spelling board should be on lined whiteboard backing paper. The maths board should be on squared whiteboard backing paper.

6.5 Reading Challenge

The reading challenge will have a visual representation of children moving up through the weeks.



6.6 Bookland Reflection Area

The Bookland area will consist of:

- Front facing shelves for children to see the books.
- A floor book stand with recommended books in.
- A reading buddy to read to.
- The Bookland sign.
- Reading Challenge board
- Recommended reads for that year group.
- Within your book collection, BAME characters and authors must be prominent but not labelled.
- The Bookland area should be inviting, engaging and inspirational.
- In YR/KS1, baskets full of puppets / characters to retell stories.
- Photographs of the children reading / engaging with books.





6.8 The classroom should also contain:

- Evidence of shared writing should be clear as you walk in.
- A Golden Word that is language rich with key words / technical vocabulary – Guided Reading and Golden words are displayed for a variety of curriculum areas. Words that develop vocabulary in English.
- Resources are labelled and accessible for children.
- Visual timetable
- Class signage is not to be from the Twinkl website and is to be made using real images.



- The Albourne Way sign
- Excellence in Behaviour & Consequences signage.
- Safeguarding Information.
- Online Safety Posters.
- Christian reflection area, including a cross on the table in the Bookland Area.
- Access to 'Role Play' area in YR and Y1.
- Visual timetable.
- Children's achievements and work are celebrated.
- Displays reflecting diversity.
- Challenge activities are clearly signposted and labelled.
- Celebration of the different cultures / languages spoken in class.

7 Excellence in Feedback & Marking

Definition of Feedback and Marking

This can be written or verbal. It can take many forms including the annotation of a piece of learning that provides feedback, gives deserved praise against a specified learning intention in relation to given success criteria, alongside suggestions for next steps in learning.

7.1 Purposes of Marking

- To give positive encouragement and build self-esteem.
- To give the learner feedback on their learning.
- To motivate children to follow **The Albourne Way**.
- To teach children to recognise what they do well
- To help children to improve their work through the setting of challenging, but achievable targets
- To raise the self-awareness of their next steps for learning.
- To inform the teacher's future planning.
- For assessment purposes – both summative and formative.

7.2 Marking is most effective when

- The child is the first marker, and has read through to assess and improve the work
- It is completed before children come back to the work
- It relates to learning intentions which are shared with the child and criteria for success are understood
- There is a consistent format throughout the school.
- It is completed with the learner where possible.
- It recognises achievement
- It is precise and age/stage related
- Dedicated time is built in as appropriate for children to respond.

7.3 We have agreed that

- Where it is appropriate marking and feedback can be completed through children's own self-assessment, peer assessment, teaching assistants who are working with a group, or teachers
- Marking is most effective during the process rather than marking the outcome.
- All children's self-assessment, peer assessment, editing and improving of work will be completed in purple pen (purple pencil for Y1)
- All adult written feedback and marking will be completed in green pen.

7.4 Types of Feedback


- Verbal feedback should be indicated with a **V** and a symbol of phrase as to what was discussed, e.g. **V-TAW** – relates to **The Albourne Way**. **V.** relates to punctuation.
- There should also be an indication of the level of support given ie **I** for independent, **S** for supported, **U** for unaided.

In KS1 and the EYFS, formative feedback is most likely to be done verbally, in discussion with individual children or small groups. There will be an indication on the work that feedback has been given. A record of what was said may be recorded on the work using a sticker with the context of the work. Verbal feedback by a marker may be shown by initialling the piece of learning. Oral learning will be marked orally. Verbal marking will be at least one of the following:

- Evaluation
- Comments for feedback and to suggest the way forward

Written Effective written feedback identifies what the children has done well and identifies steps forward through a reminder, scaffolded or example prompt.

Acknowledgement Marking

- All work is acknowledgement marked with a tick to say that the teacher has seen it and it has been completed according to the instructions given.
- It is the teacher's responsibility to provide feedback which extends and supports learning. Observations from TA's will inform these comments and are valued by the class teachers. Planning/ observation sheets/stickers will be available for this purpose.
- A green  within the text that indicate where LI is used, or other features such as good word choices / achievement of own target.
- Comments/symbols that indicate what has been completed well in the context of the learning intention (symbols for writing – see Appendix 1)
- **R** is for Refine where a child is being asked to correct something or request for a further piece of work/sentence/response to be completed.

Feedback Response Time

- Feedback is most meaningful when children have an opportunity to act on the feedback given and to enter into dialogue with their teacher. It is also most effective when it is done as soon as possible.
- Marking or conferencing with the children is essential.
- In Y2 and above, this is planned into the lessons or plenaries, giving children an opportunity to try out the ways forward as suggested by their teacher or to correct previous errors. Children are also invited to respond in written form to the teacher or there may be opportunities for further verbal discussion.
- In Y1 and EYFS, this is more likely to be in immediate response to verbal feedback received

Self & Peer Assessment

- Children are encouraged to self and peer assess the standard of their work – for example against success criteria or chilli challenge
- Children are encouraged to engage in constructive peer assessment in Maths and English as well as other subjects in the curriculum. This may be in verbal or written form.
- Children are taught how to be constructive with their comments and also how to receive compliments about their work. They also learn how to engage in conversations about their work.

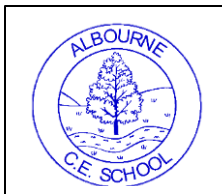
Subject Specific Marking

English

Marking is part of the writing process and should follow the format: Write / Edit / Mark / Refine in longer pieces of writing / Respond to feedback.

Maths





The Albourne Way

Marking Codes

	I can do these things well
R	Refine
	Finger space
A	Capital letter
	Missing punctuation
	Re-read your work
	Add a missing / describing word
	Find a better word
	New line / paragraph
*	Insert new information
	Check spellings
V	Verbal feedback.....
S	Support
U	Unaided
GG	Guided Group for teaching

8. EYFS...The Albourne Way

*Everything we do at Albourne Church of England School is underpinned by our vision, **The Albourne Way – living life to the full**. Children in our school will achieve highly because our expectations for pupil outcomes are ambitious.*

*Our coherently planned and well-sequenced curriculum, **'EYFS... The Albourne Way'**, offers targeted and exciting opportunities so that children develop new interests and learn new knowledge. Thus, we close the gaps, but is adaptive and flexible to the children's interests.*

Through a rich environment both inside and out, children are able to engage in learning that is inspirational, challenging and facilitates the consolidation/retention of knowledge previously learnt. Because of the excellent knowledge that the staff have of the children, high-quality interaction between the adults and the children enable all children to make excellent progress from their starting points and be ready for the challenges of Y1.

It is our belief that every child can achieve their potential in a safe, secure and challenging environment, and be ready to successfully take on the challenges of their next steps in their learning journey; to live their life to the full.

The EYFS Curriculum

There are seven areas of learning in the EYFS curriculum. All areas of learning and development are important and inter-connected.

There are three prime areas that are crucial for igniting children's curiosity and enthusiasm for learning and for expanding their capacity to learn.

These are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

There are then four specific areas through which the three prime areas are strengthened and applied.

These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Safeguarding

All staff follow the school's safeguarding policy.

The EYFS Curriculum...The Albourne Way

At Albourne, we intend for children to be confident, be able to articulate their needs, be inquisitive and explorative, have a thirst for learning and give everything a go. By the end of EYFS, our children will be Year 1 ready.

Our curriculum is in line with the EYFS framework, please see our long-term plan and weekly planning for adaptations for specific needs. Each day enables staff to use formative assessment to build a picture of each child in order to reach the ELGs and beyond.

Our intent for the prime areas are:

- Communication and Language (C&L)

This involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

This area provides children with opportunities for speaking and listening and ignites children's interest in reading and writing. To give children the best opportunities for developing Communication and Language, Positive Relationships support children to communicate their ideas and thoughts with each other and with adults. Adults are the most important part of our Enabling Environment by continuously modelling, thinking out loud and co-regulating. Our Enabling Environment contains signs, symbols, words, songs and notices. They also have books and pictures that take into account interests, backgrounds and cultures. Story telling is a central part of our day. Reading to the children allows exposure to tier 2 and 3 vocabulary (Beck, 2013).

At Albourne, we use the ShREC approach (EEF, 2018) in our interactions with children across the learning environment both inside and out:

1. Sh – Share attention.

Adults will always be at the child's level, paying attention to what they are focussed on.

2. R – Respond

Follow the child's lead, responding to them by making a brief comment on what they can see, hear or feel.

3. E – Expand

Echo back what the child is saying and build on this by adding new vocabulary and turning it into a sentence.

4. C – Conversation

Have a back and forth extended conversation, giving the child time to listen, process and reply.

- Physical Development

This area provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. To give children the best opportunities through Positive Relationships children are supported in their understanding of exercise, sleep and eating to promote health. Activities in Enabling Environments, both indoors and outdoors, encourage energetic physical play, such as bikes and trikes. In Learning and Development, snack times promote social skills and the importance of making healthy food choices. For our weekly PE lesson, we follow The PE Hub.

- Personal, Social and Emotional Development

This area helps children develop a positive sense of themselves, and others; form positive relationships and respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and to have confidence in their own abilities.

To give children the best opportunities through Positive Relationships, adults form caring relationships with all children. In Enabling Environments, opportunities for play and learning are created to help children embrace differences between themselves and others. Learning and Development experiences are planned to promote all round development. For our weekly PSED lesson, we follow Jigsaw.

Our intent for the specific areas are:

- Literacy

At Albourne, our Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest. We use Read, Write, Inc. to teach phonics and early reading and Drawing Club to teach early writing, which leads into the 'I'm a Clever Writer' approach as a transition to Year 1.

- Maths

At Albourne, we use NCETM and White Rose planning. Our maths station supports consolidation of the children's learning in the environment. Our intent is that children become maths masters with a deep understanding of number sense.

- Understanding The World (UTW)

Our UTW curriculum covers past and present, which allows for a historical and geographical perspective on learning; people, culture and communities, which covers our RE curriculum (Understanding Christianity and The Emmanuel Project) and further geographical content, including the natural world.

- Expressive Arts and Design (EAD)

Our EAD curriculum covers creating with materials and being imaginative and expressive. We use Charanga for our music lessons and KAPOW for our design technology. In the environment, children have access to musical instruments and building/making materials in our Makerland and Construction Land.

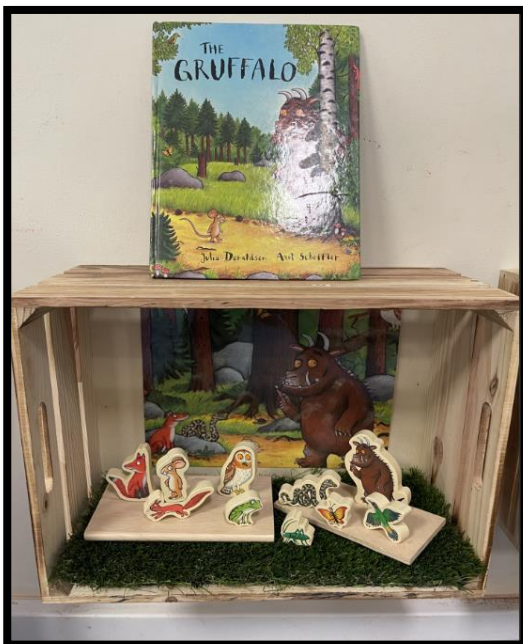
Implementation

The learning environment is zoned into areas that will promote playing and exploring, active learning and creating and thinking critically.

BOOKLAND

The Bookland area consists of:

- Front facing shelves for children to see the books.
- Crates attached to wall that have objects related to the book for the children to engage with.
- A floor book stand with recommended books in.
- A reading buddy to read to (real or puppet).
- The Bookland sign.
- Photographs of the children reading / engaging with books.
- BAME characters and authors.
- An inviting, engaging and inspirational space.



STORYLAND



The Storyland area connects with the Bookland area and consists of:

- Small world objects, which are organised, accessible and some relate to the current topic.
- Opportunities for writing, independent or facilitated by adults.
- A 'WONDER' box, which contains an object that the children can use magnifying glasses to observe.

In the outdoor area, children have access to storybooks, small world resources and loose parts to develop their love of

reading.

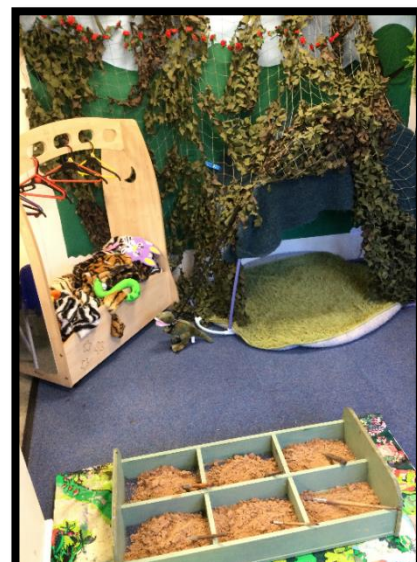
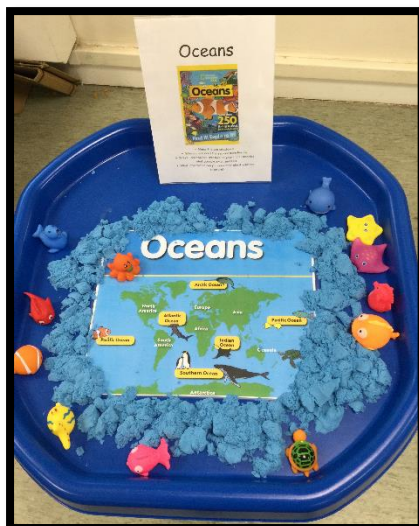


WONDERLAND

The Wonderland area is a topic based role-play area and consists of:

- Role-play area, dressing up, props, signage.
- Opportunities for writing, independent or facilitated by adult.

In our outdoor area, children can develop their role-play and utilise large-scale equipment to support their creativity and development.



MAKERLAND

The Makerland area is an opportunity for children to develop their EAD skills and creativity. Inspiration for this area may come from our topic, a story, our writing or maths, or simply their own interests.

In our outdoor area, children have access to loose parts, water, sand and the mud kitchen café, which enriches their play.



WRITE... THE ALBOURNE WAY/DRAWING CLUB

Drawing Club covers our literacy lessons for at least the first two terms. This uses traditional texts, traditional tales and animations. In the final term, as we get closer to reaching ELGs, we will transition to I'm a Clever Writer (Write... The Albourne Way).

In our outdoor area, children have access to writing materials such as chalk, paint brushes and crayons. We also have builder's toolkits for planning their designs.



NUMBERLAND

The Numberland area will be organised with accessible maths resources relating to subitising, cardinality and counting, comparison, composition, pattern, shape and space and measures.

In our outdoor area, children have access to a range of maths resources including large-scale and loose parts play to incorporate their maths learning in their play.



In Summer 2, weekly independent challenges will be seen in the environment. This is an opportunity for children to extend their critical thinking, using all the skills they've developed over the year.



Impact

2023-24

GLD 70%


Maths 78%

Reading 91%

Writing 74%


9 Excellence in Behaviour & Attitudes

All staff can be 'Value Catchers' and celebrate positive behaviour choices linked to the specific values by giving a child a House Value Point. These can be given during lessons, in the playground, corridors and during collective worship by all members of the Albourne team.



House Value Points in KS2

In KS2, children will receive a dojo and a white counter will be added to the HVP jar. The children will choose a class reward at the start and when the jar is full of counters, the children celebrate with a class reward.




The HVP jar will have the current value that we are focussing on



House Value Points in YR & KS1

In Reception, Y1 and 2, children will receive a coloured counter that relates to the colour of the value and this will go into the HVP jar. The children will choose a class reward at the start and when the jar is full of counters, the children celebrate with a class reward.



Our class reward is

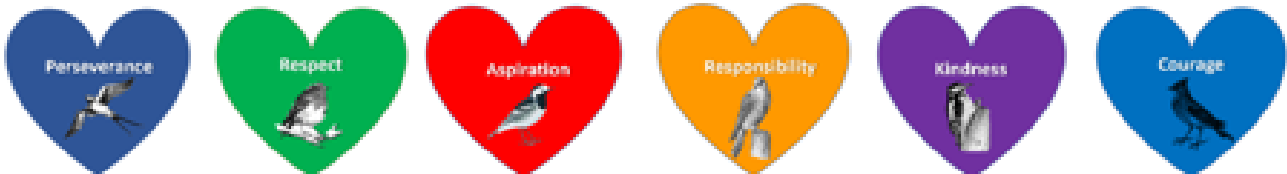


Albourne Behaviour & Values @ a Glance



House Values Points System – Bringing our Christian Values to the heart of our school.

At Albourne, we have 6 Christian Values that we live out within our school and community.



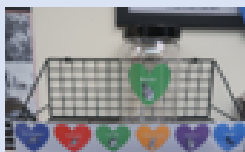
All staff can be 'Value Catchers' and celebrate positive behaviour choices linked to the specific values by giving a child a House Value Point. These can be given during lessons, in the playground, corridors and during collective worship by all members of the Albourne team.

House Value Points in KS2

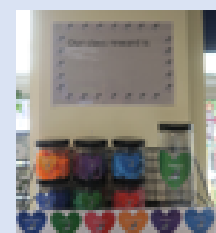
In KS2, children will receive a dojo and a white counter will be added to the HVP jar. The children will choose a class reward at the start and when the jar is full of counters, the children celebrate with a class reward.

House Value Points in YR & KS1

In Reception, Y1 and 2, children will receive a coloured counter that relates to the colour of the value and this will go into the HVP jar. The children will choose a class reward at the start and when the jar is full of counters, the children celebrate with a class reward.



At Albourne, we are extremely proud of our Houses: Alder, Oak, Willow, Walnut and the role that the House Captains have within the school. When children receive 20 HVPs, they will be awarded a House Certificate by their HC at the House assembly. The House with the most House Value Points at the end of each term will receive a House Reward.



At Albourne, we are a family and use a loving approach to consequences for not following our values. This will mean asking a child to reflect upon their actions and helping them to make the right choices. If a child receives 'reflection time' twice in a day or is sent to a member of SLT then the teacher will record this on MyConcern and communicate this to the parents / carers.

