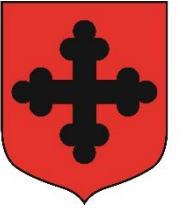


# Wendover CE Junior School

*Through living our Christian values, everyone at WCEJS has the opportunity to flourish.  
We nurture the curiosity to learn, the courage to lead and the compassion to care.  
Building Solid Foundations (Mathew 7:24-27)*



# Making Good Progress

## A Guide for Parents

**Respect**

**Responsibility**

**Reflection**

**Resilience**

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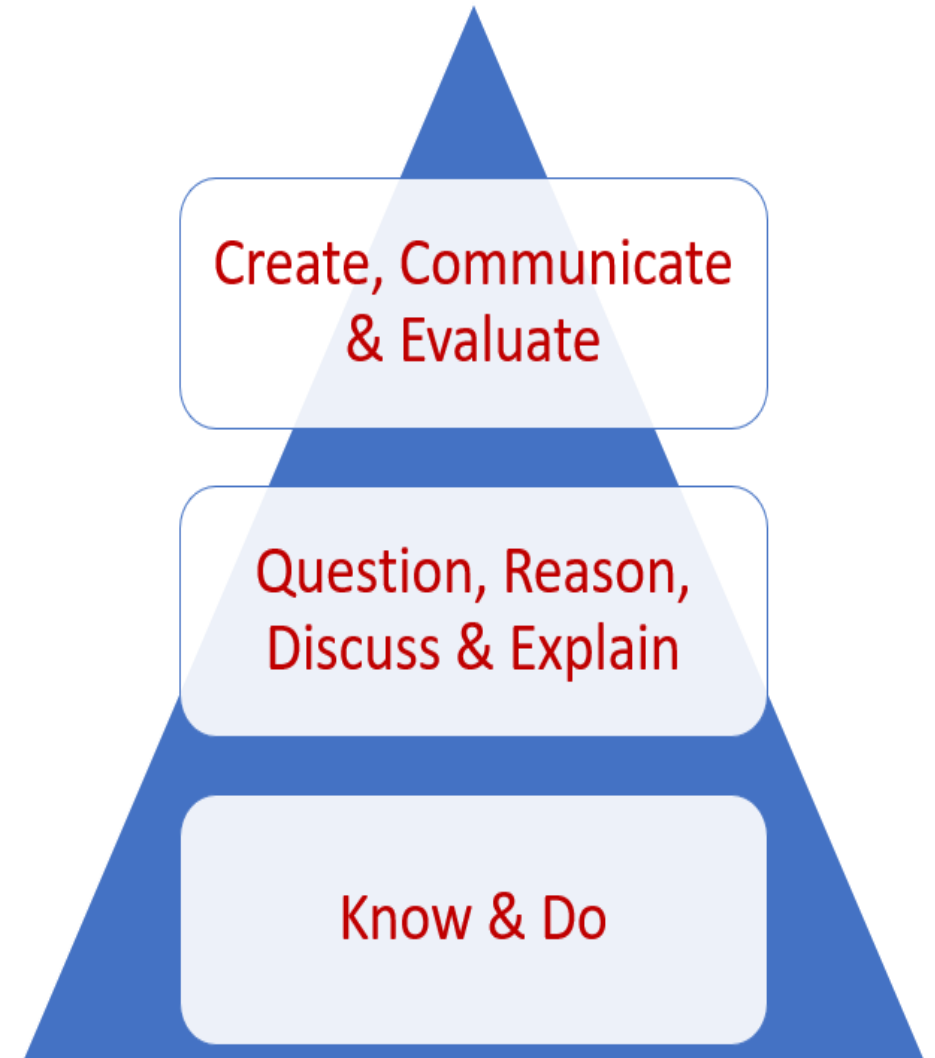
# **Introduction**

**We want all children to make at least good progress from their starting points. We have designed our curriculum to ensure that new learning builds on existing learning and that there is appropriate challenge for children as they progress through the school.**

**We have thought carefully about how we structure learning, how we teach children to learn and how we help parents to support their child. This guide is designed to help parents better understand what their child experiences in school, so that they are able to support them at home.**

# Learning pedagogy

Our taxonomy for learning is a three tier model. At the lowest level, children are expected to know things and carry out basic tasks using this knowledge. As they progress, they will ask questions, discuss findings and possibilities, reason, justify and explain their thinking to others. They then create something which they share with others, reflecting on their success, both through the process and at the end of it.





We expect all children to show high participation in lessons. A range of strategies are used to ensure that each child plays an active role in their learning – these are described later in the guidance.

As well as high participation, we want every child to think deeply about what they are learning. The image to the left reminds us that we are all on the same boat – learning the same content – but that we can dive down to take a closer look at things along the way. This deepens our understanding and helps us to use existing knowledge in new and unfamiliar contexts.

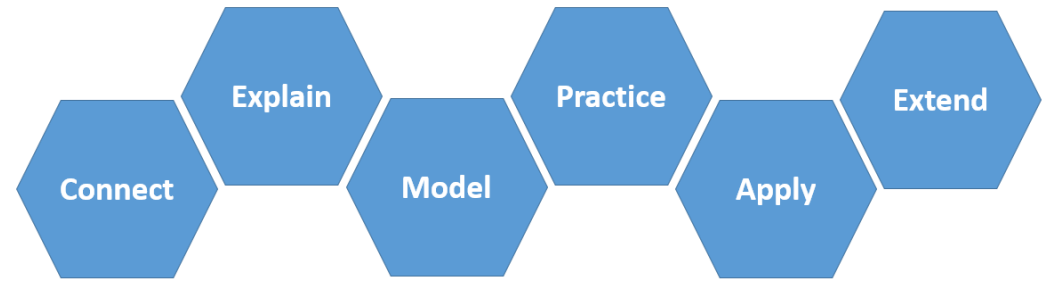
# Structuring learning

In each subject, the scheme of work sets out what children will learn and when. An overview of learning is shared with parents on the school website. In each scheme of work, learning is organised into units of work. Units of work may be short - one or two weeks - or may take up to a term to complete (this depends on the subject). For instance, the Stone Age unit of work may take a term to complete, whereas children may complete their science unit in half a term. Each unit of work builds on knowledge and skills taught in earlier units. This approach ensures there is progression through the schemes of work.



# Structuring lessons

I do, we do, you do, you do it alone.



Most lessons follow this simple progression. We make a connection to previous learning and a real-life context before the teacher moves on to explain what is expected (I do). The class then works collaboratively as the learning is modelled (we do). This might involve working through examples together, or another looking at an example of a good piece of work. Children then try this out, working in pairs or small groups (you do). Then children fly solo, doing it on their own.

# **Progression documents**

**The progression documents set out what children learn in each unit of work. These are all on the school website (curriculum tab under individual subjects). At the end of the document, what is expected of them by the end of each year or each key stage (lower key stage 2 and upper key stage 2) is included.**

**Together with the curriculum map, the progression documents help you better understand what your child should know and what they will be taught.**



# **WINKS**

**The What I Need to Know documents support learning in each unit of work for each subject. It includes:**

- what children need to know**
- the vocabulary they need to know and use**
- how they will show their knowledge and understanding.**

**Children will use these in nearly every lesson. They start by reviewing what they have learnt and then they identify what they will learn next. The WINK is used as a reflection tool as they learn and once again once they have learnt it. WINKs are on the school website (curriculum tab by year group).**

# High participation

We expect all children to be active learners and to share their thinking with others. We use a range of strategies flexibly in lessons so that we can accommodate individual needs.

The strategies are designed to not only improve learning of knowledge, but also to improve confidence, listening and communication skills.



What did I / he / she / they say?



Cold calling



No Opt-Outs



If this is the answer, what was the question?



Wait time



Repeat after me



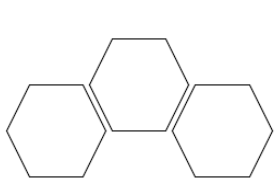
Listen to / look at...  
How can we improve...



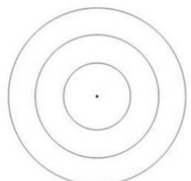
Listen really carefully...

# Deeper thinking

We believe that every child is capable of deeper thinking, whatever their academic level. We use a range of strategies to help them develop deeper thinking skills. These tasks help children to question, reason, discuss and explain. Typically, a deeper thinking task requires the learner to make connections, assess / rank relevance or importance, enquire, consider alternatives, make informed choices, predict, assess benefits and drawbacks, empathise and respect.



Connections



Zones of Relevance



Three Heads

CAF



C&S



OPV



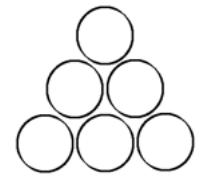
PMI

+ - ?

APC



Dig Deeper



Triangle 6

# Reading plus

All children begin Reading Plus by completing an online baseline assessment in school to assess vocabulary and comprehension. Children are then allocated a range of texts that they can choose from. As the children read, there is a guided reading window that moves along the words at the correct pace for them. This helps support fluency and understanding. Teachers can adjust the speed of this if necessary.

After reading the text, children answer ten comprehension questions. During this activity, they have the option to re-read sections of the text to find answers. Children can also complete vocabulary and visual skills tasks as well.

Children will have opportunities to move up levels and be rewarded with certificates and messages from their teacher.

# **Extended Learning Expectations**

**Reading Plus is accessed in school at least once a week, so children are familiar with it. Children are expected to access Reading Plus at home as part of their extended learning. They need to complete at least 1 reading lesson at home each week (there are up to 5 lessons). Teachers will be able to monitor this and give support as needed. Letters have been sent home with further details and your child's username and password.**

**In addition, we would expect children to continue with independent reading. Listening to children read at home and reading to them greatly helps them to develop as readers.**

# **Doodlemaths**

**DoodleMaths is an interactive way for the children to engage in maths learning and practise. It helps us strengthen core skills and identify gaps in understanding. With regular use it will boost confidence and lead to greater fluency.**

**DoodleMaths builds the maths confidence of your child with a work programme tailored to their strengths and weaknesses. It uses award-winning technology that analyses and intelligently designs a unique learning programme for your child. With every question answered, the programme learns more about each child's understanding, building a work programme to improve their ability and confidence.**

# **Extended Learning Expectations**

**We expect that the children are engage with Doodlemaths activities for a minimum of 30 minutes per week. Research shows that shorter, more regular sessions are most effective - so we recommend that a 10 minute a day routine is established.**

**Ask your child to show you what they are doing on Doodlemaths – let them be the teacher! A pdf guide to Doodlemaths has been sent with this guide and is also available on our school website (parent support materials).**

**Children may complete as many activities as they wish each week. We regular celebrate achievement in class and as a whole school in celebration worship each Friday.**



# Supporting your child – some ideas...

- Talk about their learning ('What do you know about....?')
- Look at the vocabulary listed in the WINKS, talk about what the words mean and practise using the new words
- Read for enjoyment - with and to your child
- Support and encourage Doodlemaths and Reading Plus
- Praise effort, not just attainment
- Celebrate the positives