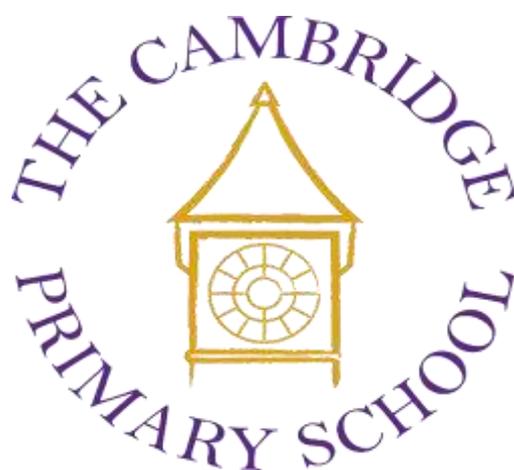


THE CAMBRIDGE PRIMARY SCHOOL

'Inspiring Minds Together'

ENGLISH POLICY

2022



Date of Approval:	October 2022
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English Policy

“Write to be understood, speak to be heard, read to grow.”

Lawrence Clarke Powell

INTENT

The teaching of English at The Cambridge is designed to give pupils the key skills in English that enables them to access material in all curriculum areas, and provide a foundation for their learning throughout their school career and beyond. To achieve this, we are focused on making English interesting, exciting and purposeful by engaging the pupils with the joy and wonder of books and capturing their imagination both inside and outside of school. English is viewed as a fundamental part of the holistic development of the child for inspiring minds through literature, fostering positive behaviours and attitudes toward learning, whilst developing our key learning characteristics of being brave, innovative, collaborative and taking ownership.

When leaving the Cambridge, we aim for children to demonstrate:

- **Enthusiasm** for reading and literature with the **confidence** to discuss the wide range of text types, authors and illustrators they know and enjoy.
- **Curiosity** to explore new texts in response to recommendations and **self-assurance** to question and give opinions about what they have read.
- **Ownership** to use text as a tool for developing creativity and to gain a deeper understanding of areas of interest, for expanding knowledge or to complete investigation.
- **Communication** through speech and written word showing **confidence and bravery** to use a high standard of English and adventurous vocabulary across the curriculum and in a range of situations.
- **Creativity and innovation** across writing with accurate grammar and spelling.
- **Collaboration** with peers to generate ideas and reflect on their writing to improve and amend.

IMPLEMENTATION

Reading

At the Cambridge Primary School, we will implement:

- **A reading expert strategy:** The reading experts at The Cambridge Primary School have a shared understanding that reading is an essential skill for everyone. Reading is for enjoyment and for learning. We strive to create a reading culture where reading is prioritised and at the heart of everything we do. A whole school approach that combines both reading pleasure and achievement for all.
- **Phonics:** The Little Wandle Letters and Sounds Revised Phonics Programme (2021) in its entirety as a consistent, systematic high quality, whole school approach to teaching phonics. This begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently. See the [Phonics and Early Reading Policy](#) for further details.
- **Story time**, when the children are read aloud to on a daily basis in every year group. This is for the children’s enjoyment with the main aim of motivating them to read for pleasure. Texts will be ambitious for each year group with rich language to develop the children’s vocabulary. Additionally, it will develop

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their knowledge and confidence to discuss a wide range of authors, illustrators, variety of text types and genres.

- **Regular opportunities for children to read to adults in school:**

- In Reception and Year 1, all children will read to an adult at least three times every week through Little Wandle group reading practice sessions. Year 2 children who are working below age related expectations for reading, will also take part in reading practice sessions.
- In Year 2 and Key Stage 2, every class will have a 'Weekly Traffic Light Readers' list. Children identified as *red readers*, read to an adult at least three times a week, *amber readers* read at least twice weekly whilst *green readers* read at least once each week. Adults in every class are aware that every second counts and if there is any spare time, they can access the list and read with the children. To promote consistent provision, guidance on listening to children read is provided in the 'Reading Cue Card'.

- **Structured reading system.** This consists of:

Phonics Readers

- These are changed weekly to develop fluency, prosody and comprehension through rereading.
- Reception, Year 1 and Year 2 (for some children), Phonics Reader books are fully decodable and from the Big Cat Little Wandle Letters and Sounds Revised range.
 - This book is read during the three reading practice sessions in school and at home but in the form of an eBook that is assigned by the class teacher.
 - They match the teaching sequence of the Little Wandle programme.
 - To ensure children read books that match their current knowledge and ability, there is a Little Wandle phonics assessment every six weeks.
- Year 2 and Key Stage 2 – children read fully decodable books from a range of reading schemes to introduce a wide variety of literature.
 - Books are organised in groups that match the progression of the Little Wandle Letters and Sounds Revised programme up to the end of Phase 5 and then the developmental book bands.
 - To ensure children read books that match, as closely as possible, their current knowledge which promotes using phonic knowledge to decode, the 'Little Wandle Key Guidance Assessment' (for Reception or Year 1) document can be used and the 'Reading Assessment Guide'. Class teachers are responsible for selecting and moving the children through the book boxes.

Family Readers

- These can be changed daily.
- Children have a free choice of books from school. They contain sounds and tricky words that do not match those the children are currently learning so they are not expected to be able to decode them independently. Parents are advised that the Family Reader books are to be shared together.
- They are aimed at developing and inspiring a love of reading through the child's choice of book and the shared experience of reading together.

- **The discrete teaching of reading:**

- Children in Reception and Year 1, will take part in small group reading practice sessions.
 - There are three sessions weekly with a specific focus on the skills of decoding, prosody and comprehension.
 - Sessions follow the Little Wandle guidance and have been planned by the English lead for consistency.
 - Class teachers and Learning Support Assistants lead the sessions but class teachers read with each child every fortnight.
- In Year 2 and Key Stage 2, children take part in whole class guided reading lessons.
 - To develop fluency, the children focus on reading using different strategies:
 - ❖ Re-reading sentences and sections of text repeatedly, after they have been decoded.
 - ❖ Choral reading-The child reads along with an adult or fluent partner, following along the text with a finger.
 - ❖ Cloze reading-An adult or fluent partner reads and the child follows the text. The adult or fluent partner misses words that the child reads.
 - ❖ Partner reading-The adult or fluent partner reads a sentence or passage of text and then the child reads it.
 - To develop different comprehension skills, each lesson focuses on a different skill such as: vocabulary, inference, prediction, retrieval and sequencing. These are represented by colour-coded engaging characters (dogs in Key Stage 1 and snakes in Key Stage 2) to make them memorable. A structure for guided reading is followed across the school to ensure coverage of skills.
 - Lessons are planned by the class teachers using a Medium Term Plan format to ensure consistency. The skills progression and Blooms Taxonomy are used to create a half term overview. This ensures reading skills build through the school and highlights links and connections in learning. Collaborative strategies are promoted (KAGAN structures) to encourage interdependence and independence in learning. There is a focus on discussion rather than 'worksheet' activities.
 - Adaptations are made to planning by class teachers to remove barriers to learning so all children are able to achieve the same learning intention.
 - Texts used in lessons can be related directly to the focus text used in English, for story time or for the current topic. Songs and film clips can also be used to support children to learn the identified skill.
 - Learning is recorded with the date and learning intention in whole class guided reading journals. This may include discussion, illustrations and photographs which can be annotated by the children or class teacher. Class teachers also monitor the recorded learning to ensure all children are equally represented in the journal.
 - Opportunites to practice answering NTS style assessment questions.
- **Reading for Pleasure.** This is promoted by:
 - Daily story time when the children are read aloud to on a daily basis in every year group.
 - Weekly 'Chatter Books' sessions in every year group to develop an intrinsic love of reading.
 - In Reception, children take a class toy home to share their favourite book before returning to school to present their book to the class.

- In Key Stage 1 and 2, children take ownership of the session structure under the guidance of the class teacher, participating in informal book talk activities such as recommending texts, drama and exploring authors and illustrators. This also enhances teacher knowledge of the children's reading practices.
- A range of regular events to engage pupils with the joy and wonder of a wide range of text types so they are confident, enthused and motivated to read for pleasure. Events include Book Buddies, Mystery Readers, the weekly virtual bedtime story, World Book Day, visiting authors, and reading challenges.
- A supportive learning environment with reading and books promoted throughout the school so children have access to engaging books. Children are encouraged to spend time in the library sharing books with their peers. Visits to the local library will also be arranged.
- Images of the current key texts are displayed on the door of every classroom in addition to images of what the class teacher and LSA are reading. This also extends to SLT, administrative and kitchen staff as well.
- English planning that is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception and an English teaching sequence in Key Stage 1 and 2. This leads to daily discussion about the text where children are encouraged to respond to text with questioning and debate.
- Family Reader books that children have free choice to select from school and share with their family at home.
- **Feedback and assessment of reading:**
 - Fast feedback is given as outlined in the Fast Feedback and Recording of Learning Policy.
 - Elements of reading assessment are recorded on the 'Class Reading Information Grid' which is filed in the English Assessment folder.
 - Formative assessment:
 - 1:1 reading –
 - ❖ Child's reading record- an individual comment, relating to reading behaviours must be made. Guidance is found in the 'Recording in reading records prompt.
 - ❖ Formative assessment notes can be made on the reverse of the 'Weekly Traffic Light Readers' list and kept in the class English Assessment folder.
 - ❖ Fluency-in Year 1, (Spring 2 and Summer 1), children take part in the Little Wandle fluency assessment.
 - Reading Practice Sessions –
 - ❖ Child's reading record-generic feedback is provided in the form of a sticker (attached to the book planning), in addition to an individual comment relating to reading behaviours.
 - ❖ Formative assessment notes are recorded on the 'Reading Practice Session' document and kept in the class English Assessment folder.
 - Guided Reading -
 - ❖ Formative assessment notes are recorded on the 'Whole Class Feedback Sheet' and kept in the class Assessment folder.
 - Word reading-Children are assessed on sight reading the words for their year group, as stated in the English National Curriculum. This takes place at three points during the year (BL/CP1,

CP3 and CP5). Children should consolidate knowledge of words in previous year groups. Evidence is filed in the individual pupil sections of the English Assessment Folder.

- Scholar Pack – The formative markbook for word reading and comprehension is updated regularly using evidence from aforementioned sources. This provides a percentage that contributes to the summative judgement at data checkpoints.
- NTS reading assessment papers-Children complete the papers in KS1 and KS2 at three data checkpoints (CP2, CP4 and CP6).
- Summative assessment:
 - Phonics-Reception and Year 1 use the Little Wandle summative assessment every 6 weeks which informs the Little Wandle phonics tracker and next steps.
 - Running records-These give an overall picture of a child’s reading behaviour including decoding, fluency and understanding. They are used at three points throughout the year (Baseline or CP1, CP3 and CP5). Running records are stored in the individual pupil sections of the English Assessment Folder.
 - Mock Phonics Screening Check-Children in Year 1 and those who have not met the threshold for the phonics screening check, participate in mock phonic screening checks throughout the year (CP2, CP4, CP5).
 - Scholar Pack-information from all sources of assessment are used to make a summative judgement at three data checkpoints (CP2, CP4 and CP6).
- **Keep up and catch up:**
 - Children who require extra support with reading will be identified from regular assessment.
 - They will be tracked using the pupil progress document.
 - Little Wandle Keep up sessions take place in Reception and Year 1. They offer immediate additional practice for those children who are identified as not keeping up with their peers and are delivered by the class teacher or LSAs.
 - Intervention-Identified children will take part in regular, intervention groups with a focus on pre-teaching and overlearning. This is aimed at building confidence and successfully retaining what they have learnt. Intervention is delivered by class teachers, LSAs and the specialist reading support.
 - Use of Shine to access targeted interventions for reading, following check point assessments.
- **Time Allocation:**

Phonics (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1)		Key Stage 1 (Year 2)		Key Stage 2 (Year 3 & 4)	
Phonics Whole class	2hrs 30 mins (daily 30 mins)	Phonics Whole class	2hr 30 mins (daily 30 mins)	Phonics Support gp A	2hrs 30 mins (daily 30 mins)	Phonics Support gp	1hr 30mins (x3 weekly 30 mins)
				Support gp B	30 mins (x1 weekly 30 mins)		2hr 30 mins (daily 30 mins)
Keep Up sessions Phonic Intervention (as and when needed)		Keep Up sessions Phonic Intervention (as and when needed)		Phonic Intervention (as and when needed)		Phonic Intervention (as and when needed)	
Reading (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1)		Key Stage 1 (Year 2)		Key Stage 2 (Year 3)	
Reading Practice Sessions (groups of 8)	1hr 30 mins (x3 weekly 30 mins)	Reading Practice Sessions (groups of 8)	1hr 30 mins (x3 weekly 30 mins)	Guided Reading (whole class)	1hr 30mins (x3 weekly 30 mins)	Guided Reading (Whole class)	1hr 30mins (x3 weekly 30 mins)
Chatter Books	1hr 15 mins (x5 weekly 15 mins)	Chatter Books	20 mins (x1 weekly)	Chatter Books	20 mins (x1 weekly)	Chatter Books	20 mins (x1 weekly)
Storytelling	15 mins (x1 weekly)						
1:1 reading	1:1 reading (at least x2 weekly including Reading Practice Session)						
Story Time	approx. 1hr (daily approx. 15 mins)						

Writing

At the Cambridge Primary School, we will implement:

- **Planning and Pedagogy:**

- Based on the talk for writing approach (in all year groups):
 - A creative 'hook' is used to engage the children; provide purpose and context.
 - A 'cold' writing task can be used, at the start of a unit, to identify prior learning and assist with planning the children's next steps.
 During the imitation and innovation phases:
 - Text maps are used to support oral rehearsal, develop confidence and stamina
 - Boxing up is used to identify and highlight the features of the genre and text type, including vocabulary and grammar.
 - Tool kits are created with the children to develop independence.
 - Short bursts of writing are used throughout the unit to practise key focuses of the text (e.g. persuasion) whilst rehearsing key spellings and grammar.
 - A 'hot' task or 'long write' ends the the unit to show progress.
- Rich texts are used that model the structure, language patterns, vocabulary and features of the text type.
- Planned by the class teachers using a Medium Term Plan format to ensure consistency. The skills progression and Blooms Taxonomy are used to create a half term overview. This ensures writing skills (including transcription and composition) build through the school and highlights links and connections in learning.
- Adaptations are made to planning by class teachers to remove barriers to learning so all children are able to acheve the same objective. Following lessons, book looks form part of everyday practice so gaps and misconceptions are identified swiftly and next steps planned for.
- Collaborative strategies are promoted (KAGAN structures) to encourage interdependence and independence in learning.
- Tier 2 and 3 vocabulary from texts is promoted for use in 'talk' and writing through use of the Frayer Model, learning journey and word banks.
- Modelled and shared writing strategies are used to develop skills and independence through communicating the internal dialogue of a writer.
- Sufficient opportunities for children to plan and draft their writing in addition to time planned for evaluating and editing to improve using toolkits and checklists.
- Dictated sentences are used regularly to develop transcription and as a formative assessment tool.
- Teachers create class books of published writing throughout the year that are displayed and available for the children to read in class so they see themselves as writers. For example, an anthology of their poems.
- Opportunities for children to share, present and perform their written work within their class, year group and across the school.

- **Learning Environment:**

- Learning Journey-an English working wall in each classroom (situated above the coat pegs). This should build over a unit and display a 'model' piece of work (what a good one looks like) in addition

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to prompts that illustrate the skills the children need to use in their writing. These could include copies of children's 'short burst' writing, key vocabulary, punctuation and grammar cues.

- Spelling resources-see below
- **Spelling Strategy:** Aimed at developing independence and resilience so children 'have a go' at spelling words rather than ask the adults.
 - Discrete teaching of spelling
 - Reception and Year 1 teach spelling with a strong focus on applying phonic knowledge during Little Wandle phonics lessons.
 - Year 2 and Key Stage 2 teach spelling through The Spelling Book approach (Jane Considine) in discrete lessons.
 - Learning environment-class teachers explain and regularly model how to use the resources in the learning environment (below) to support spelling and all staff promote use to embed the skill and develop independence.
 - Encoding prompt displayed at the front of every classroom with the '*say it, count it, look for the sounds, write*' mantra used.
 - Spell check poster displayed at the front of every classroom with non-negotiable spellings taken from book looks.
 - Grow the Code poster (Little Wandle)-displayed in every classroom. Focus graphemes could be highlighted using arrows or view finder.
 - Grapheme mats (Little Wandle)-should be available for children to use in any lesson that involves writing.
 - Dictionaries available in Year 2 and Key Stage 2.
 - Word banks available containing subject or topic specific vocabulary.
 - Fast feedback approach
 - Children: encouraged to focus on identifying misspelled words using the spelling resources before using a 'try it' page, located at the back of their books to write the same word with different graphemes and then decide which word 'looks right'.
 - Adults: identify incorrect spellings of common exception and high frequency words in written work using a developmental stepped approach with no more than three spellings identified for each piece of work.
 1. Write spellings in green pen at the end of the piece of writing. Children write the correct spellings three times in their books using a purple polishing pen.
 2. Underline the incorrect spelling in pink pen. Children use the resources in the environment to find the correct spelling and write it three times in their books using a purple polishing pen.
 3. Place a pink dot at the end of the line with the incorrect spelling (in the margin). Children use the resources in the environment to find the correct spelling and write it three times in their books using a purple polishing pen.
- **Handwriting Strategy:**
 - A daily handwriting focus across the school throughout the autumn term to set the expectation for the year group.
 - Reception: Learn to form letters in the print handwriting style, during daily phonics lessons in the sequence of the Little Wandle programme. The programme features rhymes to support formation.

Throughout continuous provision, there are activities to promote fine motor control and opportunities to practise letter formation. Those finding it challenging will be encouraged to engage.

- Year 1: Learn to form letters in the pre cursive handwriting style in letter families, following the 'Sequence for Teaching Handwriting' document. If confident, they begin to learn the letter joins of the cursive style.
- Year 2: Learn the letter joins of the cursive handwriting style following the 'Sequence for Teaching Handwriting' document.
- KS2: Children write in the cursive handwriting style. The 'Sequence for Teaching Handwriting' document is used for revision. Children have the opportunity to earn a 'pen licence' to be able to write in black pen in their books (not maths). A pen licence is awarded when children show consistent, legible cursive handwriting throughout all subjects with:
 - letters correctly orientated on the line
 - letters of the correct size in relation to one another (including accurate ascenders and descenders)
 - accurate joins (with capital letters left unjoined)
 - spacing between words that reflects the size of the letters

Once awarded their 'pen licence', consistency is expected. Children will use a pencil if the expected standard is not maintained until three pieces of consecutive work demonstrate the expected standard.

- All adults to consistently model the handwriting expectations for the year group.
- The Handwriting House visual model can be used to promote letter orientation and the relationship between them.
- Intervention include:
 - Ready Steady Write (Jazzy Gym)—daily programme that develops the essential skills for writing (Core Stability, Pencil Grasp, Auditory Attention Memory, Visual Perception, Writing Patterns).
 - Write from the Start (Teodorescu)-a worksheet based programme that supports visual perception

- **Vocabulary, Grammar and Punctuation:**

- Reception and Key Stage 1: Sometimes taught discretely in a weekly lesson or within the teaching sequence but always explicitly and with opportunities to apply the skills within the unit of writing.
- Key Stage 2: Taught discretely and explicitly in a weekly lesson and linked to the writing genre with opportunities to apply the skills within meaningful contexts.
- Recap and rehearse skills in lesson starters.
- Opportunities to practice answering GAPS style assessment questions.

- **Writing for pleasure:**

- Invent activities take place over a week and once every term (3 times a year), to develop imaginative and creative writers.
- Teachers decide how the task is structured (genre, text type, theme) but children should be given an element of choice.
- Writing can be related to the topic or a similar text type to one recently completed.
- A stimulus or 'hook' should be used to enhance engagement.
- Writing filed in individual 'Invent' folders that move with the children through the school.

- **Feedback and assessment of writing:**

- Fast feedback is given as outlined in the Fast Feedback and Recording of Learning Policy.
- Formative assessment:
 - Notes from English lessons and regular 'book looks' are recorded on the 'Whole Class Feedback Sheet' which is filed in the class Assessment folder.
 - Word spelling-Children are assessed on spelling the words for their year group, as stated in the English National Curriculum. This takes place at three points during the year (BL/CP1, CP3 and CP5). Children should consolidate knowledge of words in previous year groups. Evidence is filed in the individual pupil sections of the English Assessment Folder.
 - Scholar Pack – The formative markbook for composition, handwriting, transcription and VGP is updated regularly using evidence from aforementioned sources. This provides a percentage that contributes to the summative judgement at data checkpoints.
 - GAPS assessment papers-Children complete the papers in KS1 and KS2 at three data checkpoints (CP2, CP4 and CP6).
- Summative assessment:
 - Scholar Pack-information from all sources of assessment are used to make a summative judgement at three data checkpoints (CP2, CP4 and CP6).

- **Keep up and catch up:**

- Children who require extra support with elements of writing will be identified from regular assessment.
- They will be tracked using the pupil progress document.
- Intervention-Identified children will take part in regular, intervention groups with a focus on pre-teaching and overlearning. This is aimed at building confidence and successfully retaining what they have learnt. Intervention is delivered by class teachers, LSAs and accelerated learning teachers.
- Use of Shine to access targeted interventions for GAPS, following check point assessments

- **Time allocation**

Writing (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1)		Key Stage 1 (Year 2)		Key Stage 2 (Year 3 & 4)	
Literacy (whole class)	1hr 15 mins (x5 weekly 15 mins)	English (whole class)	5hrs (x5 weekly 1hr)	English (whole class)	5hrs (x5 weekly 1hr)	English (whole class)	5hrs (x5 weekly 1hr)
	2hrs 30 mins (x5 weekly 30 mins) spelling included in phonics		2hrs 30 mins (x5 weekly 30 mins) spelling included in phonics		2hrs 30 mins (x5 weekly 30 mins) Spelling		30 mins (x1 weekly 30 mins) Spelling
							20 mins (x1 weekly 30 mins) Grammar

Spoken Language

At the Cambridge Primary School, we will implement:

- **Planning and Pedagogy**

- All adults promoting and modelling high standards of articulacy and the correct use of standard English.
- Collaborative strategies in lessons using KAGAN structures that promote interaction.

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- Planning across the curriculum with a strong focus on developing rich vocabulary (particularly tier 3) through the use of high quality texts.
- Weekly learning in Reception including rhymes, poems and songs so the children develop language comprehension and listening skills. Storytelling and Chatter Books provide further opportunities to develop children’s language and confidence in speaking for a range of purposes.
- Guided reading planning (including Chatter Books) incorporating spoken language knowledge and skills with opportunities for children to understand what they read through discussion, debate, drama and analysis.
- English planning following the talk for writing approach and incorporating spoken language knowledge and skills. Children have opportunities to rehearse and discuss their ideas when planning, drafting and editing their writing.
- **Learning Environment:**
 - A language rich environment in each classroom where weekly learning is based on books and ‘book talk’.
 - Sentence stems provided across the curriculum to support and develop children’s confidence.
 - Vocabulary displayed (particularly tier 3) to encourage and support its use.
 - Opportunities for performance throughout the school:
 - Across the curriculum, children perform their own work or published text to their peers and children in other year groups.
 - Children take part in assemblies and productions to perform to larger audiences.
- **Keep up and catch up:**
 - Children who require extra support with elements of speaking and listening will be identified from observation and regular assessment.
 - They will be tracked using the plan, do, review cycle.
 - Intervention-Identified children will take part in regular, intervention groups. Intervention is delivered by LSAs and sometimes outside agencies.
 - Children in Reception are identified following assessment to participate in the Nuffield Early Intervention Language Intervention (NELI) programme.

Supporting Parents

At the Cambridge Primary School, we will implement:

- Bespoke reading records with guidance adapted to suit the year group.
- Weekly letters in each year group, detailing the current and future week’s learning in English.
- Topic overviews describing the English studied across a topic.
- School-led parent workshops and access to external workshops (when available)
- Website guidance with resources-including signposting to further support.
- Reading corner section of the newsletter.
- Parent teacher meetings.

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IMPACT

At the Cambridge Primary School, the impact will be seen through:

- Quality assurance monitoring
 - Learning walks and observations
 - Book scrutiny
 - Planning scrutiny
 - Staff conferencing
 - Pupil conferencing
- Year groups, phases and trust and local area
- Internal moderation in year groups, phases and by subject leaders.
- External moderation of schools within the EEE Trust (Trust review).
- External moderation at subject and year group network meetings with schools in the local area.
- External moderation by county (end of key stage assessment)
- Scholar pack-our tracking and assessment system which enables formative and summative assessment to be recorded so that leadership and class teachers have a clear view of progress and of any children who are not on track to make expected progress.
- Sufficient and effective additional support (in core subjects) for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up.
- Pupil progress meetings-ensuring close monitoring of children making the slowest progress.