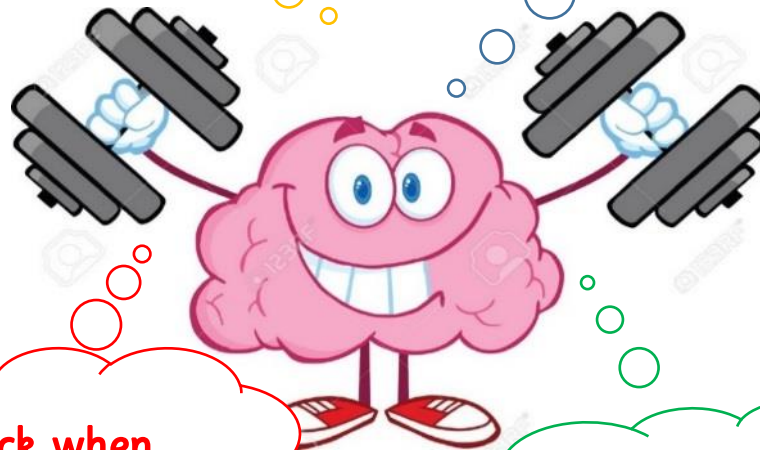


# We are building our learning power...

Close your eyes  
and visualise!

I learn from my  
mistakes.



I bounce back when  
things get tough!

I love working  
in my class.

## How can you support your child?

### A parent's guide:

## Part 2 - Support and Challenge

Part 1- **Ready to Learn** shows how we aim to ensure our children are best placed to maximise the opportunities provided for their learning; they are responsible, confident independent individuals able to challenge themselves to move out of their comfort zone.



**Part 2- Support and Challenge** builds on Part 1 by explaining our approach to achieving the requirements of the National Curriculum that all children are expected to reach within their year group in reading, writing and maths

The ideal is that a child will move from Secure to Secure e.g Secure band 3 (Y3) to Secure band 4 (Y4)

Beginning	Beg +	W	W+	Secure	Secure +
Below Age Related Expectations (ARE)		Working just below (ARE)	Working just within (ARE)	Within Age Related Expectations (ARE)	Above ARE

Every year is important; learning builds on the previous year's skills and knowledge, enabling access and application to new learning the following year.

At the end of Y2, National tests will assess learning from Y1 & Y2. At the end of Y6, National tests will assess learning from Y3,4,5 & 6.

Therefore, it is important children maximise their progress each year by taking responsibility for;

- Coming to school *Ready to Learn* with everything they need to bring every day
- Completing homework regularly and on time, where ever possible independently

This will ensure end of Keystage Statutory Assessment Tests at the end of Y2 and Y6 are a true reflection of a child's potential where a child can be....

Working <b>securely</b> within year group expectations	Achieve <b>MASTERY</b>	<u>Reach</u> Expected standard
Working <b>securely</b> + within year group expectations	Achieve <b>GREATER DEPTH</b>	<u>Exceed</u> Expected standard

### Achieving Mastery requires a depth of learning

Working towards Surface Level	<ul style="list-style-type: none"> <li>• Learning is a quantitative increase in knowledge</li> <li>• Learning is <u>acquiring information</u> (knowing a lot)</li> <li>• Learning is <u>memorising</u> (storing information that can be reproduced)</li> <li>• Surface level learning can be easily assessed via questioning</li> <li>• <b>Learning is acquiring facts, skills and methods to be retained and used when necessary</b></li> </ul>	
Working securely within Deep level learning- <b>MASTERY</b>	<ul style="list-style-type: none"> <li>• Learning makes sense in a wide range of contexts.</li> <li>• Combines surface level and deep level learning.</li> <li>• Facts (surface level) are not enough without the ability to use them/make links and think creatively and critically.</li> <li>• Deep Level Learning is developed through higher order questioning and engaging, in meaningful and interactive activities, which capture the learner's <i>imagination</i>.</li> <li>• Deep level learning fosters absorption in learning, perseverance, independence and a sense of responsibility towards their own learning.</li> <li>• Deep Level Learning can be evidenced by children's facial expressions, body movements, how much their learning matters to them and the connections they are able to make; we call this resilience.</li> <li>• <b>Learning which relates the different parts of subject matter to each other and to real world applications.</b></li> </ul>	
Working securely plus Working at <b>Greater Depth</b>	<ul style="list-style-type: none"> <li>• Fluently applying skills and knowledge with a high level of confidence and resilience when the task seems demanding.</li> <li>• Applying skills and knowledge to a range of different contexts, including other curriculum areas.</li> <li>• Organising ideas to make connections with <u>new</u> areas of learning.</li> <li>• Returning to an aspect of learning after a break and still feeling confident to carry on</li> <li>• Able to reason with others their understanding and perhaps 'buddy' others.</li> <li>• <b>Independently and consistently applying skills or knowledge with an enquiring mind and questioning sense of curiosity.</b></li> </ul>	

At Congerstone we know every child is different and requires a personalised approach to learning, if they are to move out of their comfort zone. Additional support and challenge is seen as an integral part of personalised learning. This starts with Quality Teaching that ensures teachers ask challenging questions and provide a range of activities which support a variety of learning styles. In addition to this Personalised Learning Groups can include:

- SEN support for those children who are significantly behind Age Related Expectations in their learning. We work closely with parents.
- Additional intervention support for children who are *just* underperforming in a specific area and need some extra input/support in order to improve their achievement. (Including more-able children).

Personalised Learning Support can be:

### 1. Practice:

- Practice is important for learning, but not all practice is the same.
- Practising different instances of the same principles, rather than practising the same thing can help encourage a deeper understanding (application).
- Spacing practice out over time is more effective than cramming or just practising everything in a single block (making links).
- Practising remembering/recalling things, through activities like regular quizzes, can help learning last longer (imagination).
- Practice can take many forms. Practice can be part of more advanced skills that require earlier knowledge or techniques. Often practising key concepts, skills or knowledge is a key part of planning and we use a range of approaches. For example, dictation can help in practising spelling and technical aspects of writing following up earlier teaching of phonemes.

### 2. Pre teaching:

- Teaching pupil's skills or knowledge that they need to know, ready for a lesson where the skills or knowledge will be applied.
- Can be used to deliver content to the whole class or groups of learners.
- Can be used with small groups or individual pupils to enable them to take part in the whole class teaching. For example, a teacher may pre-teach three or four pupils the component skills of a process (e.g. the value of different coins) before they are asked to solve problems using those components (adding up money).




### 3. Working with Adults:

#### *a) Within the classroom adults;*

- Work with a range of pupils to supplement and extend the teacher's initial input.
- Provide the right amount of support at the right time, consistently giving the least amount of help first, to ensure pupils retain ownership and responsibility over their learning.
- Support specific individuals or groups in a structured way so it helps them access general classroom teaching. Actively look for opportunities to allow pupils to attempt parts of tasks independently and to experience a healthy mix of success and challenge.
- Support whole-class delivery at the front of the class, rove the room.

#### *b) Working with groups or individuals outside of lessons in additional targeted sessions;*

- To deliberately complement and extend class based teaching and learning.
- This can be a couple of sessions or a pre-planned scheme of work with sessions spread out over a few weeks.
- Each session will be brief (less than 30 mins) regular and sustained with clear objectives and expectations.
- Led by suitably trained staff who are well-resourced.
- Held at carefully timetabled times to minimise time spent away from general class teaching.

Inspiring  each other to achieve  success .