



Moving All Children On at Trinity

At Trinity we believe every child should succeed. This document is a summary of strategies we currently implement to ensure all children move on at Trinity and to outline how all children are appropriately supported and challenged to ensure they make progress. This is a growing document that will develop as the school grows.

		Working Towards the expected level	Working At the expected level	Working Beyond the expected level
Reading	Differentiation	<ul style="list-style-type: none"> A new phonics reading scheme has been purchased specifically for early readers Daily phonics sessions in EYs and KS1 are streamed Online reading programme, Lexia, is used in class sessions across the week 	<ul style="list-style-type: none"> A clear, systematic reading scheme has been introduced across all year groups so children are given a book appropriate to their level of reading Daily phonics sessions in EYs and KS1 are streamed 1:6 weekly guided reading sessions with the Class Teacher with differentiated reading book and questioning. Differentiated comprehension tasks weekly Differentiated reading tasks set on online reading programme, Bug Club, weekly 	<ul style="list-style-type: none"> A clear, systematic reading scheme has been introduced across all year groups so children are given a book appropriate to their level of reading Daily phonics sessions in EYs and KS1 are streamed Whole Class Reading has been introduced as a new initiative to raise the attainment of all children by immersing them in the same high-quality literature and the discussions that these texts promote. Differentiation is provided through targeted questioning and written outcomes in line with the reading content domains.
	Intervention	<ul style="list-style-type: none"> IEPs indicate which children need to be heard read more frequently in order to close the gap. These extra reading sessions are carried out by either the class TA or Parent Volunteers. Phonics nurture groups take place weekly to ensure key phonetic skills are consolidated. Online reading programme, Lexia, interventions are used across the week 	<ul style="list-style-type: none"> Interventions are given if a child has been identified as not making expected progress towards their end of year target 	<ul style="list-style-type: none"> Interventions are given if a child has been identified as not making expected progress towards their end of year target
	Use of adult/peer support	<ul style="list-style-type: none"> Children are heard read at least 3 times a week by adults working within the class. 	<ul style="list-style-type: none"> Children from Reception to Year 2 are heard read 1:1 once a week by the Class Teacher. Whole class reading takes place from Yr2-6. The whole class share the same text and answer targeted question in relation to the updated content domains. 	<ul style="list-style-type: none"> Children from Reception to Year 2 are heard read 1:1 once a week by the Class Teacher. Whole class reading takes place from Yr2-6. The whole class share the same text and answer targeted question in relation to the updated content domains.
	Home Learning	<ul style="list-style-type: none"> Personalised Learning is sent home weekly and will contain worksheets from 'Lexia' in order to consolidate areas that have been flagged as a concern by the programme. 	<ul style="list-style-type: none"> The standard Home School Agreement outlines the expectation for the weekly home learning and reading with the support of the parents and carers where level appropriate books are sent home weekly. 	<ul style="list-style-type: none"> The standard Home School Agreement outlines the expectation for the weekly home learning and reading with the support of the parents and carers where level appropriate books are sent home weekly.
	Extra-Curricular	<ul style="list-style-type: none"> Online reading programme 'Lexia' is accessible at home. 	<ul style="list-style-type: none"> Children are encouraged to take part in local reading challenges set up by the local library. 	<ul style="list-style-type: none"> Children are encouraged to take part in local reading challenges set up by the local library.
		Working Towards the expected level	Working At the expected level	Working Beyond the expected level
Writing	Differentiation	<ul style="list-style-type: none"> Children in receipt of an IEP are set a target each half term that is personalised to them and teachers implement strategies to ensure it is met. Each child carries out one piece of extended writing per week, known as the 'Big Write'. This is 	<ul style="list-style-type: none"> Each child carries out one piece of extended writing per week, known as the 'Big Write'. Children use a differentiated success criteria to ensure they are achieving objectives that are appropriate for their current ability. 	<ul style="list-style-type: none"> Each child carries out one piece of extended writing per week, known as the 'Big Write'. Children use a differentiated success criteria to ensure they are achieving objectives that are appropriate for their current ability.

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		<p>differentiated to be in line with the child's IEP target and to consolidate key phonetic and basic sentence level skills.</p> <ul style="list-style-type: none"> Children use a differentiated success criteria to ensure they are achieving objectives that are appropriate for their current ability. Scaffolded writing prompts are used throughout the week to ensure the children are supported in writing independently. Differentiated spelling tests ensure children are challenged when learning new spellings. 	<ul style="list-style-type: none"> Writing prompts are used to support the children in improving their writing and ensuring they are supported when writing independently. Marking and feedback is targeted for appropriate 'next steps'. Differentiated spelling tests ensure children are challenged when learning new spellings. 	<ul style="list-style-type: none"> Writing prompts are used to support the children in ensuring they have included all key assessment objectives in Band A/A* Marking and feedback is targeted for appropriate 'next steps'. Differentiated spelling tests ensure children are challenged when learning new spellings.
	Intervention	<ul style="list-style-type: none"> 'Sentence Level Interventions' are run by Teaching Assistants and Inclusion Assistants throughout the week. These sessions target the key assessment objectives. 	<ul style="list-style-type: none"> 'Sentence Level Interventions' are run by the Class Teacher twice a week for children who are working at the expected level but need extra support. 	<ul style="list-style-type: none"> Interventions are given if a child has been identified as not making expected progress towards their end of year target
	Use of adult/peer support	<ul style="list-style-type: none"> Weekly corrections are carried out in small groups to ensure the impact of the feedback. Children are supported in the majority of lessons throughout the week by either the Class Teacher or Teaching Assistant 	<ul style="list-style-type: none"> Children are supported throughout the week by either the Class Teacher or Teaching Assistant. 	<ul style="list-style-type: none"> Children are encouraged to peer assess their work and give 'next steps' using the differentiated success criteria. Independence is encouraged, therefore there is less and less adult support but higher level of feedback through peer interactions and written feedback.
	Home Learning	<ul style="list-style-type: none"> Personalised Learning is sent home weekly with a focus on sentence level activities 	<ul style="list-style-type: none"> Home learning is set in line with the Home School Agreement 	<ul style="list-style-type: none"> Home learning is set in line with the Home School Agreement
	Extra-Curricular	<ul style="list-style-type: none"> Extra-curricular opportunities which staff are made aware of are advertised to parents and carers 	<ul style="list-style-type: none"> Children are encouraged to enter creative writing competitions both in school and ones set up by outside professionals. 'Scrabble' club is offered to children in order to widen their vocabulary and develop language skills. 	<ul style="list-style-type: none"> Children are encouraged to enter creative writing competitions both in school and ones set up by outside professionals. 'Scrabble' club is offered to children in order to widen their vocabulary and develop language skills.
		Working Towards the expected level	Working At the expected level	Working Beyond the expected level
Maths	Differentiation	<ul style="list-style-type: none"> Children in receipt of an IEP are set a target each half term that is personalised to them and teachers implement strategies to ensure it is met. Differentiated learning objectives are planned for and taught throughout the week. Differentiated times tables tests allow all children to progress at their own rate. 	<ul style="list-style-type: none"> Differentiated learning objectives are planned for and taught throughout the week. 'Open ended' and 'reasoning' tasks are planned towards the end of the week to ensure children can apply and master the objective. Differentiated times tables tests allow all children to progress at their own rate. New online personalised maths programme 'Symphony' is used regularly to consolidate key mathematical skills and is also used as an extension task throughout the week. 	<ul style="list-style-type: none"> Differentiated learning objectives are planned for and taught throughout the week. Open ended' and 'reasoning' tasks are planned towards the end of the week to ensure children can apply and master the objective. From Year 2 to Year 6, children are given weekly investigations in which they can master key mathematical skills. New online personalised maths programme 'Symphony' is used regularly to extend children on an individual basis throughout the week. Differentiated times tables tests allow all children to progress at their own rate. Platinum level tests the children on times table and related division facts.
	Intervention	<ul style="list-style-type: none"> 'Maths Interventions' are run by Teaching Assistants 	<ul style="list-style-type: none"> Interventions are given if a child has been identified as 	<ul style="list-style-type: none"> Interventions are given if a child has been identified

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		<p>and Inclusion Assistants throughout the week. These sessions target the key assessment objectives and follow a structured set of intervention resources.</p> <ul style="list-style-type: none"> • New online personalised maths programme 'Symphony' is in a weekly intervention to consolidate key assessment objectives. 	<p>not making expected progress towards their end of year target</p>	<p>as not making expected progress towards their end of year target</p>
	Use of adult/peer support	<ul style="list-style-type: none"> • Children are supported in the majority of lessons throughout the week by either the Class Teacher or Teaching Assistant 	<ul style="list-style-type: none"> • Children are supported throughout the week by either the Class Teacher or Teaching Assistant. 	<ul style="list-style-type: none"> • Independence is encouraged and children work closely with their peers to carry out investigations without the guidance of the class teacher. • Teaching to band A and A* objectives is made explicit during the maths week by the class teacher
	Home Learning	<ul style="list-style-type: none"> • Personalised learning is sent home weekly and contains work that consolidates what has been taught that week in class. 	<ul style="list-style-type: none"> • Differentiated maths homework is sent home as part of the standard home learning at least three times per half term. 	<ul style="list-style-type: none"> • Differentiated maths homework is sent home as part of the standard home learning at least three times per half term.
	Extra Curricular	<ul style="list-style-type: none"> • New online personalised maths programme 'Symphony' is used accessible from home and children are encouraged to use it on a weekly basis. 	<ul style="list-style-type: none"> • New online personalised maths programme 'Symphony' is used accessible from home and children are encouraged to use it on a weekly basis. 	<ul style="list-style-type: none"> • New online personalised maths programme 'Symphony' is used accessible from home and children are encouraged to use it on a weekly basis. • 'Chess Club' is offered to those children working beyond the learning objective in order to develop high order thinking skills.