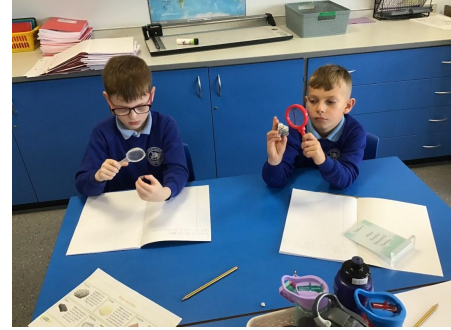


Mixed Age Planning



What will change for children in Years 1 - 4?



- For children moving into Year 1, this will look very similar to how it has this year for them with our nursery and reception mixed ages. Some of their learning will be delivered together, while other subjects will remain in discrete year groups.
- For Year 1 - 4 the afternoon lessons will look exactly as they have done this year for our Music, French, Computing and PE. Children are used to working in mixed aged groups for phonics too.
- The children moving into Years 1 - 4 have already experienced this pattern of learning and have enjoyed the broader play and opportunity to learn alongside a greater mix of children. We have seen not only academic progress, but great social progress too.

Will all subjects be taught in mixed ages?

- No, we will still continue to deliver our English (Reading and Writing), Mathematics and PSHE(RSE) in single year groups, as they are now.
- For all other subjects we have planned and mapped the curriculum to ensure mixed age teaching and learning can be delivered.
- We have already been delivering learning in this way, all year, in ICT, music, PE and French.



Example timetable for Billy Year 1

	Teacher: Miss X Registration	Teacher: Mrs Y Mornings (Year 1 class group)	Teacher: Miss X Afternoons (Year ½ class group)
Monday	Morning task	Reading, Writing and Mathematics	PE and Science
Tuesday	Morning task	Reading, Writing and Mathematics	Topic (History/Geography)
Wednesday	Morning task	Reading, Writing and Mathematics	PE and Music
Thursday	Morning task	Reading, Writing and Mathematics	Computing and RE
Friday	Morning task	Reading, Writing, Mathematics and PSHE/RSE	Art and DT

Will the children have to change classes?

- For English, Mathematics and PSHE, your child will receive their learning in the class group they are already in. For all other subjects they will be in a mixed age class.
- For children moving in to Year 2, 3 and 4, we will keep them in their PPA mixed age groups - from their year group, so they will have no change to the friends they are normally with. In exceptional cases there may be a reason to change groups, but this would be discussed with parents/carers.
- For children moving in to Year 1, we will keep them in the classes that they are already in for English, Mathematics and PSHE, and then move them into 3 mixed aged groups for all of their other subjects.
- Classes will not be set and based on ability in any subjects. We will look at friendships and try our absolute best to ensure your child is with a good friend for all of their learning.

How will lessons work?

Task design for each subject is carefully planned by teachers to ensure that pupils practice the appropriate skills that they need to make progress from their own starting points; this ensures there is sufficient support and/or challenge for each pupil. Again, this is the same in all classes. Teachers will be ensuring they are planning tasks that meet the skills of children at each stage of their learning.

In all lessons, children are given specific outcomes for their learning so that they are clear about what they need to achieve to make progress from their starting point. The substantive knowledge (what children need to know) is mapped to each topic in mixed ages. This works well because the National Curriculum is organised by phases (i.e. what they should know by the end of Key Stage 1) not by year group. It will be the disciplinary knowledge (i.e. skills) that will be varied according to each year group within the lesson.

Throughout all our classes at Hilderthorpe, expectations for children are often different and not always solely linked to age, therefore lessons and activities are varied for all classes in our school. We really are experts at this!

How will children make progress?

The same way they do now! One of our key strengths at Hilderthorpe are the relationships formed between staff and pupils; our staff care and want the very best for each individual child. This is the same whether in a mixed year class or not and through knowing each child well, teachers are able to identify areas to support and challenge. This ensures each child continues to develop and flourish academically, socially and emotionally whilst in their class.

At Hilderthorpe we also benefit from highly skilled teachers with strong subject knowledge who are able to plan and deliver high quality, inclusive teaching to each child. We have a highly experienced team of teachers and support staff, who know the curriculum well.

Our strong teaching practice uses flexible grouping within the class effectively, based upon prior learning and starting points to ensure learning is meeting the needs of each child within the class.

We have also spent a considerable amount of time mapping and planning and designing the curriculum to ensure children make progress. The curriculum is designed to ensure every child has the opportunity to achieve; we have seen first hand this year our children in Years 1 - 4 flourish and progress in the subjects we are already delivering in mixed age classes.

How will the school know children are making progress?

In all years, teachers use assessment for learning throughout every lesson, and between every lesson, to identify where children have met the learning intended, secured skills, or where misconceptions may have occurred. They use this information to adapt future lessons and planning to ensure that all teaching and learning meets the needs of all the children in the class. This might include adapting task design to provide additional support or further challenge, planning intervention support, or adapting resources appropriately. Teachers also use more formal assessment through half termly phonics assessments and standardised maths and reading assessments at set times through the year. This use of assessment is the same whether mixed class or single year group class.

As a school we have processes in place to ensure that teacher judgements are accurate, rigorous and robust. These include teachers comparing books across year groups, phases and the school to compare outcomes and ensure consistency.

There is also frequent monitoring of pupil outcomes, progress and judgements made by teachers by members of the school leadership team. This identifies where improvements can be made to ensure all children are making progress from their starting points.

Three times a year, summative judgements regarding whether each child is on track to meet expectations are made by class teachers. These judgements are monitored by senior leaders and pupil progress review meetings are held to identify which children are not making appropriate progress and to plan actions to support, or challenge, to enable them to reach their potential.

Information is shared at each data collection review point with governors, who monitor the progress made by cohorts and the rigour and impact of actions in place to support and ensure pupil progress.

How can parents help to support their child's learning?

- Daily reading.
- Support weekly learning tasks at home, such as Spelling Shed, Reading Plus and TTRockstars.
- Read our half termly STAR newsletters sent by the class teachers to ensure you are aware of the current topic and encourage discussion, independent activities or research at home and in the local area on the subjects being covered.
- Encourage independence, curiosity and resilience.
- Remind your children to use our school vision of 'Aiming High, Reaching Higher' and our values of 'Kindness, Respect, Resilience and Perseverance' in all that they do!
- Attend school events and parent meetings.
- Talk to the teacher informally if concerned – don't wait!



A chance to explore the curriculum virtually...

Whilst we allow you to explore the curriculum virtually and see how we bring learning to life, please help yourself to tea and coffee and staff will circulate to answer any questions you may have.

