

### Directory of Good Practice Toolkit

Area	School	Good Practice
Parent/Carer engagement in school.	Burton Joyce	<ul style="list-style-type: none"> <li>• Reading Eggs scheme – piloted at Crossdale</li> <li>• Grandparents afternoon – sharing the school and children’s work</li> <li>• Parents/grandparents lunch/tea and cake at Christmas.</li> <li>• Gardening club</li> <li>• Community day</li> <li>• Topic based around - Stunning Starts/Marvellous Middle/Fabulous Finish               <ul style="list-style-type: none"> <li>○ Fabulous finish - A sharing afternoon for parents which could be a class assembly, an Egyptian museum, or other Pop-up exhibition</li> <li>○ Cardboard box castle making in the hall for parents and children.</li> </ul> </li> <li>• Reception class picnic/BBQ visits for new starters with existing parents</li> </ul> <p><b>Transition from F2 into Yr 1:</b></p> <ul style="list-style-type: none"> <li>• Spread The Happiness resources (50 things to do this summer and 100 things to do before you’re 6)</li> <li>• “Dough Disco” and “squiggle whilst your wiggle” training from ‘Spread The Happiness’ physical approaches to improving handwriting.</li> </ul>
Writing	Willow farm	‘Cornerstones’ – cross curricular links and NC coverage – scheme in place at Willow Farm. Arrange a visit. £4,000 initial outlay - £300 a year
Pupil Premium		‘Pre and Post imposed teaching’ with TA. Individual specific provision for low ability and GD.
Reading		<ul style="list-style-type: none"> <li>• ‘Keyworth Reading Pathways’</li> <li>• ‘Keyworth Keys to Learning’ to promote GD in reading and writing</li> <li>• Investigate into Josie Coles scheme for reading inference skills</li> <li>• Whole class guided reading – good practice at Heymann and Willow Farm</li> <li>• ‘Vocabulary’ staff meeting by WF supports whole class guided reading.</li> <li>• ‘Literacy Shed’ – resources for literacy including boy friendly. (good practice at Heymann and Tollerton)</li> </ul>

Engagement and enjoyment of reading		<ul style="list-style-type: none"> <li>• Lunchtime reading club with cake and hot chocolate. Visit to Waterstones to choose books. (Cropwell Bishop)</li> <li>• Revamp the library and make it visible.</li> <li>• Include dyslexia friendly books (CB and Tollerton)</li> <li>• 'Fresh Start' and 'Rapid Reading' intervention schemes. (CB and Tollerton)</li> <li>• 'Readathon' and 'Reading Festival' (BJ)</li> <li>• Reading Bingo (Tollerton)</li> <li>• Reading awards – eg: Bronze, Silver, Gold, Platinum (Keyworth)</li> </ul>
Phonics		<ul style="list-style-type: none"> <li>• Read, write, Inc scheme and training in place – needs embedding in school practice. (Crossdale, Tollerton, Keyworth)</li> <li>• Whole word reading needs to be taught alongside phonics.</li> </ul>
Writing – cross curricula		<ul style="list-style-type: none"> <li>• 'Cornerstones' – cross curricular links and NC coverage – scheme in place at Willow Farm. Arrange a visit</li> <li>• Boy friendly – fact files, top trumps (Good Practice list from Heymann)</li> <li>• Use of boy friendly writing themes – see 'Cornerstones' scheme</li> <li>• Focus – 'No More Marking' comparative judgement against national moderation. Helps to develop a portfolio of standards for each year group. Supports teacher knowledge with a formative assessment element. (Willow Farm and Heymann)</li> </ul>
Writing - GD		<ul style="list-style-type: none"> <li>• Focus on improving spelling, punctuation and the technical aspects of writing especially for GD/Higher.</li> <li>• Book moderation to gain understanding of what is GD – Phil Unsworth analysis method. (BJ/CB)</li> <li>• Read, Write, Spelling scheme (Tollerton)</li> <li>• Read, Write, Inc, spelling and phonics in KS2 for spelling (Tollerton)</li> <li>• Rainbow Grammar</li> <li>• Spelling Shed (BJ)</li> <li>• School initiatives: <ul style="list-style-type: none"> <li>○ Spelling corrections in the morning</li> <li>○ Spelling cards</li> <li>○ Always correct errors in all areas of the curriculum</li> <li>○ Monitoring must report on spelling</li> </ul> </li> </ul>
Maths		<ul style="list-style-type: none"> <li>• Keyworth calculations policy</li> <li>• White Rose schemes of work, mastery documents and tool kits.</li> </ul>
Connecting classrooms projects (Global	Marc Faulder	<ul style="list-style-type: none"> <li>• Partner with British Council on Connected Classrooms projects where teachers visit schools in other countries and make meaning connections for children and teachers – see Engagement - Expertise</li> </ul>

education)		
University of Nottingham research	Marc Faulder	<ul style="list-style-type: none"> <li>• Partner with University of Nottingham, School of Psychology, researching the learning gains in one billion maths apps for EY and Year 1. Funded by Education Endowment Foundation in 2018 – see Engagement – Expertise.</li> </ul>
Apple Regional Training Centre and EQT	Marc Faulder	<p><a href="http://www.burtonjoyce.notts.sch.uk/page/?title=Apple+Regional+Training+Centre&amp;pid=63">http://www.burtonjoyce.notts.sch.uk/page/?title=Apple+Regional+Training+Centre&amp;pid=63</a></p> <ul style="list-style-type: none"> <li>• The Apple Regional Training Centre, based at Burton Joyce Primary School, delivers courses to build the skills and confidence of educators to use Apple technology inside and outside the classroom.</li> <li>• Teachers from across the region can attend courses to build their knowledge and skills using technology in the classroom and earn badges to achieve their Apple Teacher recognition.</li> <li>• 'Apple Teacher badge': 4 modules for a teacher to attain their badge: <ul style="list-style-type: none"> <li>○ introduction to iPad</li> <li>○ Enhance Productivity with iPad</li> <li>○ Creativity with iPad</li> <li>○ Everyone Can Code with iPad</li> </ul> </li> <li>Plus 4 online modules: <ul style="list-style-type: none"> <li>○ Pages for iPad</li> <li>○ Keynote for iPad</li> <li>○ Numbers for iPad</li> <li>○ iMovie for iPad</li> </ul> </li> <li>• Good Practice Research – see Engagement - Expertise</li> </ul>
Assessment for Learning	Assessment leads	<ul style="list-style-type: none"> <li>• Schools create ethos which supports staff to ensure that assessment is manageable, relevant and reliable</li> <li>• Teachers use range of formative methods within every lessons.</li> <li>• Gaps identified quickly to help target teaching and support</li> <li>• Pupil progress meetings used to support teachers to support children</li> <li>• Moderation within schools and across Trust</li> <li>• Analysis of data from NFER tests at school and Trust level</li> </ul>