Colwich CE Primary School

God is Love, so we: Learn to Love; Love to Learn, Learn for Life.

MIXED-AGE CLASS INFORMATION

Mid-Trent Multi Academy Trust

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RESEARCH

Veenman (1995) *concluded from his research that, 'parents, teachers administrators need not worry about the academic progress or social-emotional adjustments of students in multi-grade or multi-aged classes. These classes are simply no worse, and simply no better, than single-grade or single-aged classes.'*

John Hattie (2009) *in his book 'Visible learning' has studied and analysed several research projects and has ranked 138 influences that are related to learning outcomes.*

He found that mixed classes had pedagogical advantages over single aged classes as it allowed for more flexible groupings and learning styles, encouraged children to help each other and work cooperatively and present more of a community atmosphere.

RESEARCH

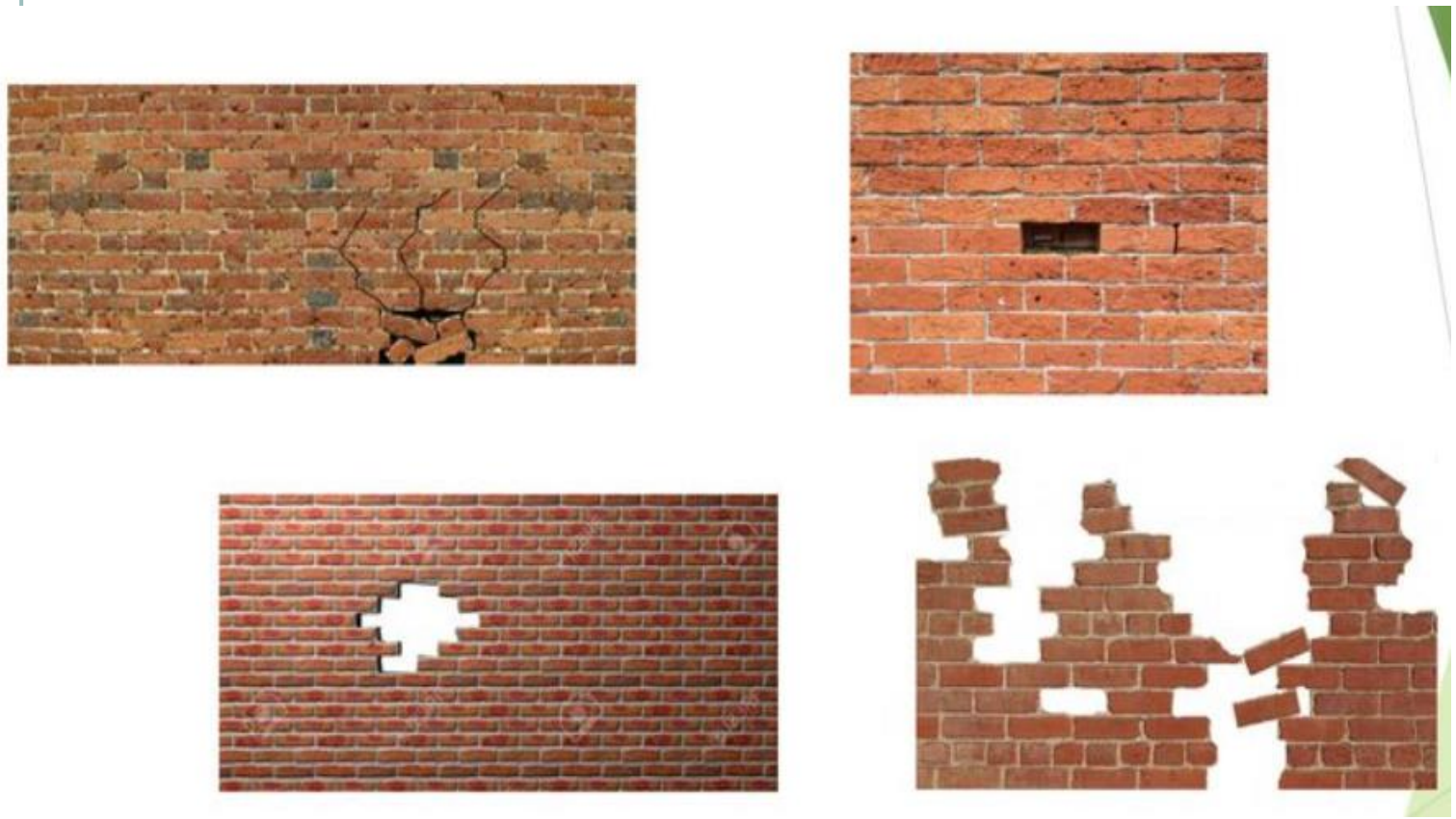
OFSTED ' Made to Measure'(May 2012): *'No marked differences in learning and progress was noted between mixed and single age classes.'*

Pardini, May 2005): *'All classrooms, whether single or combines grade, include students at varying developmental stages, with a wide range of skills and abilities.'*

Goodland and Anderson (1987) *remind us that children learn continually and found that on average, a single grade class is comprised of students whose development spans five years. They emphasize that the developmental range in a combined class is not significantly different.*

LEARNING

Learning is a journey, working towards **Age Related Expectations.**



A wall, not a line:

What is secure?

What are the gaps?

What progress has been made?

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TEACHING STRATEGIES FOR MIXED AGES

- Look at the curriculum for the years being taught and map out where the content aligns, and where it diverges and plan to use whole-class teaching to cover the shared topics
- Next, you can teach different topics by focusing on the individual year groups with differentiated tasks and separate instruction, using the following techniques:

  Toggling: let one year group do independent work while you focus on the other learners.

  Parallel learning: teach all learners together to learn the same content and then challenge

  Centre-based learning: divide learners into year-based groups. Then move between the groups to offer support and ask questions.

TEACHING – DIFFERENTIATING

Differentiation strategies meet children's individual needs while keeping the whole class learning at the same pace. Differentiation is especially important in mixed-age classes as it allows you to teach all learners together.

- **Differentiating by content**
- **Differentiating by process**
- **Differentiating by product**

TEACHING – STRATEGIES FOR SUPPORTING PUPILS

Babcock's 2016 report on applying mastery in a mixed-age classroom recommends supporting learners during lessons by:

- **Use elicitation tasks**
- **Support learners to work independently**
- **Pre-teach**
- **Use rapid support and intervention**
- **Question effectively**
- **Give effective feedback**

PLANNING

Colwich CE Primary School
Science Progression

God is love, so we: Learn to Love; Love to Learn; Learn for life

"The important thing is not to stop questioning." Albert Einstein

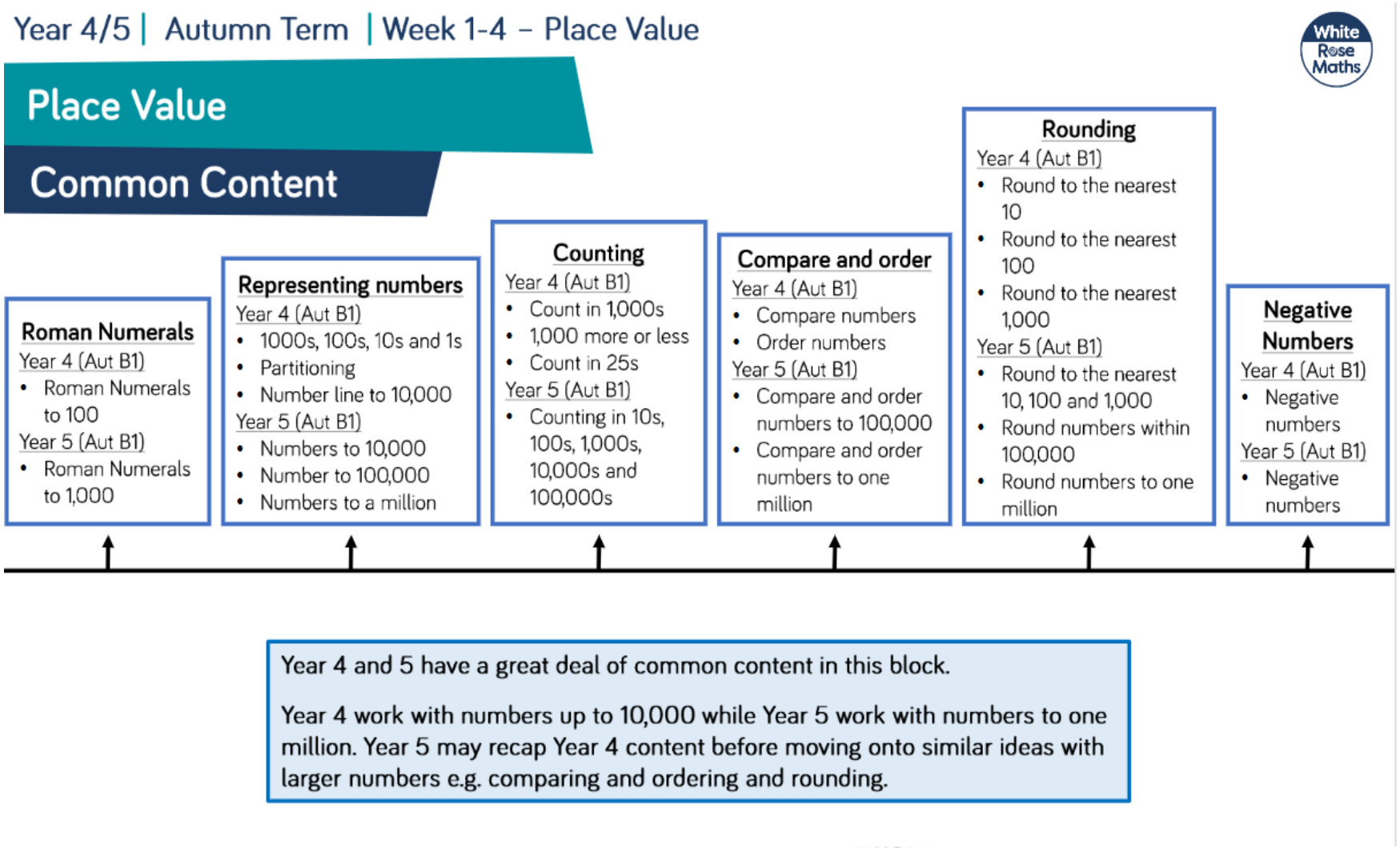
The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two-year cycle, along with the specific vocabulary which supports this understanding.

Early Learning Goals	EYFS	
Communication and Language	Listening, Attention and Understanding	• Make comments about what they have heard and ask questions to clarify their understanding.
Personal, Social and Emotional Development	Managing Self	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Understanding the World	The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KEY STAGE 1 and KEY STAGE 2

	Threshold Concepts	Milestone 1 (Years 1/2)	Milestone 2 (Years 3/4)	Milestone 3 (Year 5/6)
1	Enquiry Skills	• Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations.

PLANNING


Year 4/5 | Autumn Term | Week 1-4 – Place Value
White Rose Maths
Place Value
Common Content
Roman Numerals
Year 4 (Aut B1)
• Roman Numerals to 100
Year 5 (Aut B1)
• Roman Numerals to 1,000
Representing numbers
Year 4 (Aut B1)
• 1000s, 100s, 10s and 1s
• Partitioning
• Number line to 10,000
Year 5 (Aut B1)
• Numbers to 10,000
• Number to 100,000
• Numbers to a million
Counting
Year 4 (Aut B1)
• Count in 1,000s
• 1,000 more or less
• Count in 25s
Year 5 (Aut B1)
• Counting in 10s, 100s, 1,000s, 10,000s and 100,000s
Compare and order
Year 4 (Aut B1)
• Compare numbers
• Order numbers
Year 5 (Aut B1)
• Compare and order numbers to 100,000
• Compare and order numbers to one million
Rounding
Year 4 (Aut B1)
• Round to the nearest 10
• Round to the nearest 100
• Round to the nearest 1,000
Year 5 (Aut B1)
• Round to the nearest 10, 100 and 1,000
• Round numbers within 100,000
• Round numbers to one million
Negative Numbers
Year 4 (Aut B1)
• Negative numbers
Year 5 (Aut B1)
• Negative numbers
Year 4 and 5 have a great deal of common content in this block.
Year 4 work with numbers up to 10,000 while Year 5 work with numbers to one million. Year 5 may recap Year 4 content before moving onto similar ideas with larger numbers e.g. comparing and ordering and rounding.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PLANNING

Year 1/2 Physics: Electrical Circuits		
	Foundations for Learning (Year 1):	**Building on Learning (Year 2):**
Identify common appliances that run on electricity.	Observe and name some sources of electricity. (mains, battery) List common appliances that run on electricity.	Categorise electrical appliances. Explain the reasons for your categories. Compare and contrast some appliances in each of your categories. ***Deeper**: Always, sometimes or never? Electrical appliances need batteries or mains electricity to power them.*
Construct a simple series electrical circuit.	Follow instructions to construct an electrical circuit. Describe the circuit, naming each component.	Modify a circuit to add more components. Experiment with and categorise the effect that adding more components has. ***Deeper**: Diagnose and repair a broken circuit. (solve non- routine problems)*