



Fabulous Fridays

What are Fabulous Fridays?

This is a time each week (Fridays from 09:45–12:00) when pupils are taught the Marlborough skills curriculum in vertical Packet Ship groupings (y1 to y6).

Why?

- to engage all children in the whole school topic
- to provide a vehicle to link children's learning across the topic
- to promote positive links across the age range
- to promote the Marlborough family (including giving the opportunity for siblings to learn together)
- to teach a variety of skills
- to promote creativity
- to use the expertise of the adults in the school
- to cross learning area boundaries, extending the breadth of children's understanding of each topic
- to promote PSD in every activity

How?

- after a brainstorm of ideas considering recent skills, continuing skills and skills to be revisited, each teacher prepares two activities which fulfil the criteria in the "Why?" section above
- all activities are planned on sheet (see appendices 1 and 2) and a copy is placed on the school system under (*yellow/extended activities/fabulousfridays/planning/year/ term*)
- an idea from a teaching assistant will be written up by a teacher with the teaching assistant
- some activities build on skills learned in the previous term
- some activities are stand alone
- some activities have one main objective which is accessible to all age groups;
eg can explore and create characters and narratives in dance
- some activities have split objectives ks1 and ks2 eg: ks1 - *can assemble, join and combine materials and components*; ks2 - *can measure, mark out, cut and shape a range of materials; can assemble, join and combine materials and components accurately*
- a rota is made up to ensure each Packet Ship visits all the activities
- activities are led by teachers or teaching assistants
- two teaching assistants may deliver an activity to a full Packet Ship or 1 teaching assistant to a half group
- teachers who have provided the planning explain the learning to the teaching assistants who will deliver the activity
- teachers provide all resources for the activity
- teachers ensure laptops are ready for teaching assistants to use for any activity if required
- teaching assistant resources can be kept in the labelled storage drawers next to the library
- felt pens, coloured pencils, etc. for the Fabulous Friday groups are also kept in these drawers

- children may be organised within the activity in a variety of groupings including:
y1 2 3 4 5 and 6
y1 with y6, y2 with y5, y3 and y4
y1, 2 and 3 together, y4 5 and 6 together
- At the beginning of the activity, leaders explain to children
 - what they are learning; eg *today we are learning how to greet each other in Spanish*
 - what is the expected outcome; *by the end of the morning we will have a puppet show with the puppets we have made who will speak a hallo/goodbye rhyme in Spanish*
 - the specific skills they will encounter; *first we shall practice the words we need - to help us remember them; we will need to listen and copy to learn how to pronounce them with a Spanish accent; then we shall use designing and cutting skills to make our finger puppets*
- at the end of the activity, there is an opportunity to review what has been learned
- at the end of the activity, all leaders report on children's achievement and effort on the assessment sheets
- at the end of the term, assessment sheets relevant to a class are returned to the class teacher
- the assessments are recorded in the Skills Trackers
- the assessments are shared with the children and maybe recorded in their learning logs.

What if?

Through Fabulous Friday Activities at Marlborough learners will be:

- Respectful learn to learn with all their peers; experience awe and wonder
- Ready have life/learning skills, strategies, tools; enjoy their learning; use activities to explore and communicate confidently
- Resourceful have the flexibility and fluency to apply their learning in a variety of situations
- Resilient have thinking and organisational skills, rise to a challenge; feel confident and teaching assistant risks
- Remembering know technical vocabulary, find out things "around" the skills and have an improved memory; transfer skills
- Reflective have the ability to explain; be imaginatively stimulated
- Responsible recognise how learning together will help them to be successful in life

Further information for teachers can be found under 3ai appendices on the school system

1. mid term overview
2. detailed planning sheet
3. example rota of activities
4. example assessment record
5. example tracker
6. example of recording assessments for learning logs

Agreed with Teaching Staff

10.July.2010

Adopted by the Governing Body

17.September.2010