



PLAYLEARNACHIEVETOGETHER

Policy:

Curriculum and Learning

Approved by the governing body on.....

Play together, learn together, achieve together.

SPRINGVALE PRIMARY SCHOOL

CURRICULUM AND LEARNING POLICY



Introduction

This policy has been formally adopted by the governors of Springvale Primary School. It was initially presented as a model policy by B.M.B.C. and it has been accepted or adapted to reflect our practice.

Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

Background Information


Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

Rationale of this Policy

To demonstrate how key leaders provide structure and support for all pupils and staff to learn well and reach high standards across the curriculum.

Curriculum:

We cover the national curriculum with significant additions that we believe support our children to become confident young people who are ready to be happy, thriving and successful citizens of the future.

| Literacy | Physical and Creative | Our Curriculum 2019/20 | STEM (science, technology, engineering and maths) | Personal Development |
|---|--|---|---|---|
| <ul style="list-style-type: none"> • Speaking and listening • Phonics • Reading • Writing • GPS (grammar, punctuation and spelling) • Drama • Humanities • Modern foreign Languages | <ul style="list-style-type: none"> • PE games • PE movement • Music • Art • Design Technology |  <p>Play Learn Achieve</p> | <ul style="list-style-type: none"> • Mathematics and Reasoning • Using and applying science • Scientific knowledge • Computer users • Computer programmers | <ul style="list-style-type: none"> • Wellbeing • Faith • Citizenship • Community Spirit • Leadership |

Our curriculum focuses most significantly on the core academic skills of reading, writing, mathematics and science. We use ICT to engage pupils in their learning and pupils are increasingly given opportunities to develop their technological skills to improve, develop and present their work to the best of their ability. We believe that the foundation subjects are vitally important to a well-rounded and balanced education. We link the core curriculum skills of reading, writing and maths with foundation subjects wherever possible to ensure that pupils are given as many opportunities as possible to apply their developing key skills. In science, for example, pupils write organised reports with a clear introduction and an informative conclusion linked to their investigative work. We aim to plan lessons that cater for all learning styles and we encourage children to work and learn together through discussion and active collaboration.

We use a wide range of engaging and exciting experiences to ensure that our pupils are keen to learn and achieve well in all subject areas across the curriculum. With this in mind we make every effort to link high quality indoor and outdoor environments with extra-curricular opportunities and visits in or out of our school setting. We aim to make learning as close to real-life experiences as possible to make it meaningful. Through everything that the school offers we aim to promote independence and a love of learning for life.

Our teachers are all leaders and they are responsible for leading an area of their own expertise. Teachers act as subject leaders and they monitor standards in each area of the curriculum and support their colleagues to improve provision and increase participation of their subject through high quality lessons in this subject. They also plan assemblies, themed days or weeks and extra-curricular clubs to enhance their curriculum area. All subject leaders will develop and refine 'intent statements' that sit alongside this policy that allow them to demonstrate to the full

staff team what children will learn and the necessary standards in each group to strive for. Best practice will be shared and leaders will have a clear picture of standards in their subject as well as a plan to move the subject forward further.

Planning:

Teachers plan in three stages:

1. Long Term Planning- this maps out our curriculum for the whole year and shows where curriculum themes and isolated topics will be taught and when
2. Medium Term Planning- this breaks the learning down into objectives and shows the progression of skills that is being developed across each subject
3. Weekly planning- in reading, writing, mathematics and science teachers make clear plans for their class to ensure that learning is well matched to pupils needs. The whole process of learning is detailed from teaching input, through the facilitation of independent learning to an effective plenary. Pupils are often involved in the evaluation of their work through collaborative talk or peer assessment. Teachers plan using steps for success (at least three levels of challenge, linked to the current age-related expectations for each group) and a series of well-matched tasks that allow pupils to demonstrate good progress against relevant learning objectives from across the curriculum.

Teaching and Learning:

Detailed below we make clear what high quality learning at Springvale Primary looks like in phonics, reading, writing, spelling and mathematics. In all lessons teachers are keen to:

- Quickly, succinctly and effectively revisit prior learning
- Engage pupils in their most recent feedback and give them time to discuss their successes and their next steps with a partner. Ensure pupils have opportunities to respond to questions, challenges and prompts
- Introduce new learning in a way that engages all pupils
- Demonstrate high expectations of all learners through challenging targets and appropriately pitched learning activities
- Match all tasks to meet the needs of all pupils, including those who are deemed to be most vulnerable to slow progress
- Always make an effort to make learning relevant and link to real life
- Create rich and regular opportunities for pupils to use and apply their skills (often through cross-curricular topic work)
- Use support staff effectively to enable all pupils to achieve to the best of their ability
- Build opportunities for pupils to work collaboratively into their daily practice
- Always ensure that pupils are given rich opportunities to communicate and discuss their work and what they must do next to improve
- Systematically check the understanding of pupils and respond quickly and effectively where necessary

- Verbally report back to pupils about their progress and celebrate what is working well
- Ensure that all adults in class (and pupils, where relevant) ask high quality questions that enable learning to move on at a great pace
- Plan a range of effective plenary activities to evaluate learning and associated achievement and progress

High Quality Phonics Teaching and Learning, will be:

Systematic

Discrete

Encompassing reading, spelling and handwriting.

A High Quality Phonics Lesson should contain:-

Revisit and review: *Practise previously learned graphemes*

Teach: Teach new graphemes / phonemes, common exception words, letter formation

Practise: Practise blending and reading words with new grapheme or common exception words; Practise segmentation and spelling words with new grapheme or common exception words. Practise forming letters correctly and lead into joining.

Apply: Read or write sentences using the common exception words and words containing the 40+ sounds

Assess learning against criteria

EYFS, KS1 and KS2 Phonics

Our youngest children in Nursery begin their phonics learning through listening games, rhyming games and the development of their skills in distinguishing between one sound and another, as they are ready. Children are taught in smaller groups and many move into F2 identifying some letters and initial sounds. Children and parents are encouraged to take home and enjoy early reading activities such as Nursery Rhyme games. In F1, children are encouraged to read their own names during self-registration, progressing to writing their name in the term prior to entering F2.

Children in our classes from F2 to Y2 are grouped according to their phonic ability and taught discrete phonics daily for 30 minutes following the *Read, Write, Inc* strategy (this is our phonics scheme that we follow in school to plan and deliver quality phonics work across each class). Phonics lessons will be taught with pace, so children are able to learn and apply skills immediately. Children should be reading and writing in the majority of phonics sessions. Correct letter formation is modelled and taught from the very beginning, as we aim for children coming into Year 1 to be writing letters with ease and accuracy. As children learn letter sounds they will begin blending VC (vowel-consonant e.g. i-t) words and CVC (consonant-vowel-consonant e.g. c-a-t) words together orally at first and then by reading and writing. Children will then begin to read or write simple 'ditties' or captions using their familiar sounds. Pupils will then move onto *Read, Write, Inc* storybooks to develop fluency, word recognition and blending.

Parents are encouraged to support their child with phonics / reading and we offer a number of workshops, meetings, home to school books, reading games, story sacks and then our banded home reading books to encourage regular practise.

Pupils are regularly assessed regarding their phonics understanding and re-grouped, allowing for the teaching to be well-matched according to their individual needs. As children move onto book bands, we use the benchmarking assessment to ensure their reading abilities and comprehension are progressing as we would expect and this enables us to group children for guided reading sessions.

We aim to ensure that the vast majority of pupils meet the age-related expectation in phonics by the end of Year 1 and children are in a strong position to access the reading materials in the SATs at the end of KS1. Children who require more time to reach these expectations will be supported with their phonics into Year 2 through read, write inc groups and then by intervention groups in Year 3.

Writing in EYFS and Key Stage 1

Children should be exposed to a text rich environment and have plenty of opportunity to practise their writing in order to foster a passion for it. Continuous provision from EYFS into Year 1 allows children to 'have a go' using a range of writing tools for mark making, handwriting patterns, letter formation and early writing. Writing often overlaps into other areas, such as role play, construction and small world play, so children have purpose for writing. Adults modelling writing to children throughout their play is very powerful and encourages children to copy.

Children should have the opportunity to see adults writing and be taught in guided writing sessions as often as possible. Teachers plan exciting 'hooks' for writing, in order to engage children and make writing meaningful to them.

Our daily phonics sessions support letter formation, spelling and lead to the writing of sentences with correct punctuation. As their phonics understanding increases, so should their independence and accuracy. Children will be able to write letters for the sounds heard, segment in order to spell words and also spell common exception words.

Spelling patterns and the common exception words are taught within Key Stage 1 (according to the N.C. English appendices) and children begin to learn these at home as part of their homework.

Half termly each child writes a piece of independent work for assessment, which enables the teacher to plan next steps for learning. In Year 2 this builds up a portfolio of writing that is used for making a teacher assessment of their attainment at the end of the year. Children are given personalised writing targets in Key Stage 1 as a result of assessment, which are regularly reviewed and updated. The children recognise when they have met their targets and this leads to the use of Steps to Success in English books.

High Quality Teaching and Learning throughout Mathematics:

From F2 to Year 6 we follow a mastery approach to mathematics.

Our aims are that all children will:

- become increasingly confident in handling number, calculation, shape, measures and data
- become numerate and tackle mathematical problems with confidence
- develop the skills which are needed to meet the demands of adult life
- develop the ability to think logically and clearly

- use mathematical language and reasoning effectively and confidently
- develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable
- be able to use and apply the skills in other curricular areas

Maths mastery learning is engaging and has a relevance to the lives of our pupils. Mental maths skills are developed through speedy and regular practice where pupils respond to questions by organising their mathematical working and calculating mentally. Maths mastery learning should allow pupils to communicate and check the quality of the work and the accuracy of their answers. A systematic calculation policy is in place that allows each year group to build on the learning undertaken in previous classes. The four calculation skills should be prevalent in learning wherever possible, even when pupils are currently learning about shape, space and data.

In FS we aim to develop a strong grounding in number, developing a deep conceptual understanding of the numbers to 10, the relationship between them and the patterns therein. Children are provided with frequent and varied opportunities to apply this knowledge and understanding through play and exploration and during taught sessions.

Pupils learn to apply arithmetic skills, calculation strategies and mathematical vocabulary to a varied range of problems. Teachers use focussed questioning as part of the daily maths diet for pupils to ensure that they can demonstrate good progress and make the links necessary for deeper understanding and fluency. In Key Stage 2 pupils are encouraged to self-mark their maths work so that they can see the progress that they have made throughout the lesson and across a wider topic. Misconceptions are identified and addressed within the maths lessons or followed up during the same day. Assessments are used to help pupils and staff to measure the progress that pupils are making within units and across the year.

Key Stage 1 guided reading

Pupils are placed into small groups (of ideally 5 or 6 children) and taught through a range of fiction, non-fiction and poetry texts by either the class teacher or teaching assistant. The texts will be the book band above the child's home reading book, as the purpose is for challenge through a carefully planned and supported session, therefore children are reading with peers of a similar reading ability.

A range of reading strategies are taught through modelling and children are praised for using these with increasing independence. Children then have opportunity to recall and discuss what has been read. This also includes reasoning about what is happening, the definition of unfamiliar words, prediction about what may happen next and a greater understanding about the characters. In non-fiction books, children begin to understand and identify key features typically found.

Guided reading sessions will be built up as the children gain independence, leading to whole class sessions, where some children are in an adult-led group and others work on reading activities in small groups unaided. These daily 25 minute sessions are timetabled throughout the week.

A variety of carefully planned questions are a significant part of guided reading sessions. Children are asked questions where they need to retrieve the answer from the text and also where they infer the answer from what has been read.

Key Stage 2 guided reading

Book Introduction

Each session begins with setting a purpose for the reading with reference to learning objectives. The group will discuss genre/type book, the author and what they think the book may be about. The pupils will make connections to prior reading or previous sessions. They will skim over text and read the summary to gain an overview before reading.

Strategy Check

During each session the teacher will discuss strategies that will help the children to decode and comprehend what they are reading. They will be asked a range of questions:

Retrieval Questions: Pupils are to retrieve and record information/identify key details from fiction and non-fiction texts.

Summary Questions: Pupils are to summarise main ideas from more than one paragraph.

Inference Questions: Pupils are to make inferences from the text/explain and justify inferences with evidence from the text.

Prediction Questions: Pupils are to predict what might happen from details which are either stated or implied.

Vocabulary Questions: Pupils are to give/explain the meaning of words in context. Teachers also encourage pupils to explore new language by using dictionaries and by discussing new/unfamiliar words with each other. Pupils also highlight any difficult vocabulary or choice of words used by the author. Developing readers are prompted to use comprehension skills; skimming, scanning, re-reading, checking for organisational features, etc.

Follow On Task

Pupils will be given a task to consolidate their understanding of the text from their guided reading session. They will review the use of particular strategies, revisit questions that were asked, identify issues that need to have further discussion or clarification and identify the use of language and features. These tasks will be evaluated by the teachers to gain a better understanding of how well the pupils have comprehended the text.

Further Guided Reading Tasks

Tasks for other pupils during their Guided Reading sessions are as follows:

Comprehension- Pupils are given a range of fiction/non-fiction texts to read before answering a range of questions. These tasks can be completed in a group with an adult or independently. The pupils are encouraged to use the taught strategies from their Guided Reading sessions to help them to find the right information from the text and answer the questions in detail.

GPS Work- Pupils are given an activity relating to spelling, grammar or punctuation. These tasks are to be completed using dictionaries, a thesaurus or I-Pads and are to be completed independently.

Free Reading- Pupils are given the chance to read for pleasure in their class reading corners, which they do independently. They can read for 20 minutes before finding a partner and using the challenge comprehension cards to ask each other questions about what they have read.

High Quality Teaching and Learning throughout Literacy

At Springvale Primary School we recognise that a high quality writing lesson should:

- Have a clear, specific learning objectives that feed into differentiation-whether that be by task, outcome, support or expectations-to ensure progress for every pupil.
- Include highly engaging activities which should be used to hook the children into their writing using formats such as: high quality writing models (written by acclaimed authors/poets), pictures/photographs, video clips etc.
- Wherever possible pupils should have purpose for their writing- this may include writing about exciting trips or activities the pupils have completed in class.
- Provide pupils will high quality written models of the kind of writing expected.
- Pupils are encouraged to write at length several times throughout the week in their writing lessons. They are also encouraged to write at length in other areas of the curriculum.
- Use clear explanations and ensure the development of subject vocabulary, which is revisited as often as is necessary to make every pupil comfortable with its use.
- Allow the pupils sufficient time to practice new learning and skills.
- GPS (Grammar, Punctuation and Spelling) should be taught alongside the teaching of writing.
- Pupils are encouraged to explore their use of language and be specific with their choice of language when writing.
- Offers appropriate challenge to extend the more able.
- Allow the pupils to self-evaluate their work and use pupil pen to make corrections.
- Allow pupils to proof read and edit their work using an orange pen to make changes.
- Give the children time to evaluate their learning and to what extent the lesson objectives have been achieved.
- Use assessment of understanding and progress (both formative and summative) to provide a valuable learning opportunity.
- Draw on a wide range of teaching and learning activities in order to tap into the learning styles of the different students in the class.
- Be interactive and enjoyable!

The pupils will have time to consolidate and develop their writing skills through curricular links (e.g. report writing in science, recounts of historical events etc). At Springvale each pupil completes 6 assessment pieces of writing each year, which is used to map their progress and attainment.

Spelling KS2

Spelling strategies and conventions are taught on a weekly basis and every pupil has a number of spellings to take home each week to learn. Weekly spelling tests are completed in every class in KS2.

Spelling strategies and conventions are taught daily with connections made across the teaching of both reading and writing in order to fully consolidate learning.

Throughout the school, the LOOK, SAY, COVER, WRITE, CHECK strategy will be adopted. In order to support spelling, teachers will provide resources such as age appropriate spelling banks, yearly target spellings for each year group, dictionaries and commercially produced resources with pupils being encouraged to attempt words/use resources independently before teacher intervene. When marking spellings within KS2 writing, teachers will underline the spelling and may write the correct spelling in the margin or encourage the children to find and correct the spelling mistakes independently using resources given.

Throughout the year there will be a Spelling Bee to help the pupils consolidate their learning of the spellings they are learning on a weekly basis. We do encourage all the pupils to take part and prizes are awarded for the best scores and for the most improved speller in each year group.

Handwriting:

There should be a consistent approach to handwriting in every class, by every teacher, throughout the whole school. Regular discrete lessons in handwriting are to be undertaken in all KS1 classes and weekly sessions in KS2 with emphasis on good handwriting present within all written tasks across the curriculum. It is important that a fast, fluent hand is promoted. First priority should be legibility and the second speed. KS1 should focus primarily on the size and orientation of letter formation before extending onto cursive script. KS2 should be taught to use the joins and work on the speed at which they complete writing.

General Marking and Feedback code

- Use legible and appropriate handwriting
- Use a green pen for teacher marking

Marking and Feedback in Foundation Stage

Feedback and marking in Foundation Stage is age-appropriate with children given immediate verbal feedback, in the moment, as adults scaffold learning through both play and exploration and more formal 'taught' sessions.

In written work

- We circle punctuation errors
- We underline spelling errors or write sp above an incorrect spelling

Feedback- *This is sharing with pupils what has been successful within today's learning and what a child can do next to continue to make progress*

In written work

- We give praise in relation to how learners have been successful within today's learning against the shared success criteria.
- We give praise in relation to how learners have improved in response to previous feedback/targets.
- We offer constructive feedback in the form of questions such as: Where might be a good idea to put a full stop? I really like your opening- could you think about ending it with a short sentence to add impact? Could you think of a way of inferring what you mean rather than saying it explicitly?
- Grammatical challenges are given in order to develop the child's skills during response time.
- Marking should be more of an open dialogue between the teacher and the pupil to encourage children to self-edit and make improvements.
- VF- indicates that the pupil has received verbal feedback.
- I- indicates the pupil has worked independently
- Supported- indicates the pupil has had some support to achieve the learning objective
- Pupils to indicate they have corrected or improved their work based on feedback from the teacher by using a purple pen.
- Marking over time will eradicate errors within each child's work and comments should not be repetitive.

Display/learning environments

We use display boards and blank spaces in classrooms to support learning and celebrate the work of pupils. While some displays are fixed and share class information, teachers are encouraged to share the creativity of pupils and staff through the environments they create. Within classrooms, staff are expected to ensure that the learning environments combine pupil work and working walls to promote the core areas of learning; reading, writing, maths and science while, throughout the whole school environment, there is an expectation that the work of pupils will form the greater majority of the displayed areas. These central areas are divided between staff and curriculum subjects so that responsibilities are clear. The hall display boards correspond to each class and senior leaders will share a theme for staff to link their board to each term. Where there are computers, we ensure that key e-safety messages and online etiquette are shared with all stakeholders.

Assessment:

We assess pupils in a range of ways to ensure that teachers have a wide range of evidence that learning is supporting pupils to make good progress. Teachers use summative assessment at least once each term to take snap-shot assessment grades in reading, writing and maths. We may also use standardised programmes to assess spelling and phonics.

To supplement these assessment scores teachers use formative assessment throughout the year. These are updated regularly and pulled together at three assessment points of the year to moderate test scores.

Assessment is used to inform teachers' plans and to ensure that all pupils receive work at an appropriate yet challenging level. All assessment scores are inputted into

a tracking system (Target Tracker) termly and senior leaders analyse the data to ensure that all learners are supported to reach the next level in their learning journey. We have a clear transition system that ensures that teachers have their attainment levels moderated carefully by colleagues to ensure that pupils' starting points each September are accurate.

Reporting to parents/carers:

We formally report to parents once each year with sections on Literacy, maths, science, ICT and a personal comment. We also report on curriculum levels and effort levels in the foundation subjects.

In FS2, reports inform parents about how their child learns, (the Characteristics of Effective Learning) as well as progress made in the seven areas of learning; Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Knowledge and Understanding of the World and Creative Development. Foundation Stage Profile scores are also shared with parents at this time.

We meet parents at the beginning of the year to present information on our systems, structures and expectations. We also meet parents to discuss progress at the mid-way point of the year. Lastly, parents also have an opportunity to meet teachers after they have read their child's report detailing progress throughout their year in class.

Parents have termly drop in's where they can visit their child's class and look through all their books. The class teacher is there to answer any questions parents may have around their child's learning and progress.

Parents of children with special educational needs, meet with the relevant staff at several points over the school year to evaluate their child's specific needs. These parents are also invited to meet with both their child's present teacher and their child's next teacher at the end of the school year as part of an individualised transition process.

Whenever data analysis indicates under performance from an individual or small group of pupils, we will make alterations to our provision to ensure that pupils make improved progress. Senior leaders and teachers may also contact parents to discuss concerns about pupil progress to ensure that we can work in unison to achieve our shared goal.