



Springvale Primary School

Policy Title: Curriculum and Teaching

Date of Review: Autumn 2025

Review by: Autumn 2026

Curriculum and Teaching Lead: Mr Taylor

**Signed by:
Chair of Governors**

All policies are available at: www.springvaleprimary.org

1) School ethos

At Springvale Primary we aim to make a difference and support everyone to reach their full potential by living out our ethos of:

‘Play together, learn together, achieve together.’

We aim to support the child and their entire family by going above and beyond our core role as educators. Springvale is committed to promoting high standards of academic achievement for all learners in all subjects across the primary curriculum. 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. We will encourage positive relationships and communications between home, our community and the wider world through:

- Recognising that education is a three-way process between: child, home and school.
- Nurturing and encouraging personal aspirations.
- Recognising that everyone can make a difference in the world.
- Teaching pupils about different cultures and providing cultural capital through exciting and broad experiences so that they are diverse and prepared for life as a global citizen.
- Ensuring that we are all working to a common goal.
- Being an accessible and welcoming community learning resource.
- Having respect for an understanding of others’ beliefs and ways of life.

Springvale Primary is committed to promoting high standards of academic achievement for all learners in all subjects by:

- Providing a friendly and safe environment as a context for all learning activities.
- Developing active learners where all learning styles are recognised and developed.
- Providing vibrant exciting learning and teaching environments.
- Providing a broad, thematic approach to teaching that encompasses physical development, emotional intelligence and the arts.
- The recognition of all achievements.
- Encouraging a sense of personal achievement, pride in work and high self-esteem.
- Providing a range of opportunities and experiences through clubs and school visits.

As a school we will continue to develop and instil key life skills and values in our pupils by:

- Developing confidence, a sense of responsibility and independence.
- Promoting a respect for themselves and others.
- Valuing the contributions of all.
- Developing the concepts of fairness and right and wrong to encourage the highest possible standards of behaviour.
- Using and applying academic and social skills in a range of situations.

2) Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'National curriculum in England: primary curriculum'

This policy operates in conjunction with the following school policies:

- Inclusion Policy
- Assessment Policy
- Behaviour Policy
- Equal Opportunities and Diversity Policy

3) Roles and responsibilities

The governing board are responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The headteacher and deputy headteacher are responsible for:

- Overseeing the school's approach to teaching, learning and curriculum.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.
- Evaluating action plans.
- Supporting in the organisation of enrichment opportunities.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Improving and evaluating an area of the school's curriculum using an agreed action plan.
- Organising enrichment opportunities.

4) Rationale of this policy

This policy establishes a consistent, high-quality approach to curriculum design and teaching across the school. It ensures that all pupils experience a broad, balanced and ambitious curriculum that promotes high standards, personal development and equitable access to learning. The policy provides a clear framework for effective teaching and learning practices, supporting staff in delivering excellent provision aligned with the school's vision, values and statutory requirements.

5) Curriculum

We cover the aims set out in the Development Matters across the EYFS and the National Curriculum for Key Stage 1 and Key Stage 2 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.

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 full reports linked to their

investigative work. We plan lessons that cater for all pupils in each unique cohort and we encourage children to work and learn together through discussion and active collaboration as set out in school aims.

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.

Teachers act as subject coordinators and they monitor standards in each area of the curriculum and support their colleagues to improve provision and increase participation of their subject. All subject coordinators have developed and refined a 'vision' for their subject area that sits alongside this policy. Best practice will be shared and coordinators 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 topics will be taught and when.
2. **Medium Term Planning.** This breaks the learning down into objectives and shows the progression of knowledge, skills and vocabulary that are being developed across each subject across a half term.
3. **Daily and Weekly Planning.** Teachers plan using learning objectives based on the key knowledge that pupils must know and remember to be successful. Well-matched tasks, questions or group activities allow pupils to demonstrate good progress against relevant learning objectives from across the curriculum.

6) Teaching and Learning

Detailed below we make clear what high-quality learning at Springvale Primary looks like in all lessons:

- Quickly, succinctly and effectively revisit prior learning, addressing any misconceptions where required.
- Introduce new learning in a way that engages and enthuses all pupils.
- Demonstrate high expectations of all learners through appropriately pitched learning activities.
- Match all tasks to meet the needs of all pupils, including support or scaffolding where required.
- Where possible, always make learning relevant and link to real life.
- Create rich and regular opportunities for pupils to use and apply their skills.
- Use support staff effectively to enable all pupils to achieve to the best of their ability.
- Quickly devolve the responsibility for learning to the children...I do, we do, you do together, you do independently is the chosen model to do this.
- 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 effective plenary activities to evaluate learning and associated achievement and progress.

Teaching Reading

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 from 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. F1 have 'language bags' to take home to aid early language and letter recognition skills.

Children in our classes from F2 to Y2 are grouped according to their phonic ability and taught discrete phonics daily for 20-30 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 have a balance of reading and writing in 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 to explain this. Each week, from F2 to Y2 children take home letters and/or books to practise as homework. To promote and embed a love of early reading across the EYFS, key authors (The Super Six) are used as key content in our curriculum provision and regularly revisited.

Pupils are regularly assessed regarding their phonics understanding and re-grouped, allowing for the teaching to be well-matched according to their individual needs.

We aim to ensure that the vast majority of pupils meet the age-related expectation in phonics. Children will continue having phonics as they begin Y2, before moving towards a daily whole class reading lesson. Those who require more time to reach these expectations will be supported with their phonics through Read, Write Inc. groups, 1:1 tutoring and then by intervention groups in Year 3.

High quality phonics teaching and learning, will be: systematic, discrete and encompass reading, spelling and handwriting. A high-quality phonics lesson should contain:

- **Revisit and review:** Practise previously learned graphemes
- **Teach:** Teach new graphemes and phonemes, common exception words and 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. Develop fluency and expression in reading.
- **Apply:** Read or write sentences using the common exception words and words
- containing the 40+ sounds
- **Assess:** Use learning criteria to assess whether pupils have understood.

Reading in KS1 and Year 3

Pupils in Year 1, and children who did not pass the phonics screening test in Year 1, have daily phonics lessons using the Read, Write Inc scheme. Children are grouped according to their ability/colour band.

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 in Year 2. 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. Termly objectives are shared with parents and these are sent home as bookmarks in KS1.

Reading in Years 4 - 6

Every half term, each class in Key Stage 2 will choose a challenging and engaging class book. Every day, for 20/30 minutes, children take part in VIPERS sessions. VIPERS is an acronym to aid the recall of the six reading domains as part of the reading curriculum. They are key areas which we feel children need to know and understand in order to

improve their comprehension of texts. VIPERS stand for: Vocabulary, Infer, Predict, Explain, Retrieve and Sequence or Summarise. The six domains focus on the comprehension aspect of reading and is a method of ensuring that teachers ask, and pupils are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the pupil's responses to these which allows for future targeted questioning.

- **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 or checking for organisational features.
- **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.
- **Explanation Questions:** Pupils identify/explain how information/narrative content is related and contributes to meaning as a whole. Identify/explain how meaning is enhanced through choice of words or phrases and to make comparisons within a text.
- **Retrieval Questions:** Pupils are to retrieve and record information/identify key details from fiction and non-fiction texts.
- **Sequence and Summary Questions:** Pupils are to summarise/sequence main ideas from more than one paragraph.

Monday and Friday sessions are based on the class book. Tuesday, Wednesday and Thursday sessions use a variety of fiction and non-fiction texts including: poetry, playscripts, instructions, recipes, biographies, autobiographies, narrative non-fiction and historical non-fiction etc.

- Monday questioning on class novel: Recapping, explanation of authorial intent and ending with a PSHE question
- Tuesday questioning on linked text: Inference and retrieval
- Wednesday questioning on linked text: Inference and retrieval
- Thursday questioning on linked text: Inference and retrieval
- Friday questioning on class novel: Prediction and summarising/sequencing

All lessons will start with a simple recall quiz that refers back to everything covered in the text so far. Through the week all children will be heard reading aloud. This could be in the form of basic reading aloud, echo reading, choral reading or drop-ins. The teacher will always model to children about good reading aloud to make sure they are filling the room with their voice and will model self-correction; however, the children should do the majority of the reading aloud. Pupils discuss any new vocabulary they have come across in texts and its meaning. We have identified key authors for Y1-Y6 to learn about across a two-year cycle.

Each child will have their own VIPERS writing book and will use it to record their answers to either one or two-part questions. The questions will usually have a correct answer and it is the teacher's discretion about what questions needs to be individual or partnered. They must be answered in silence while the teacher circulates and checks the answers to address any misconceptions as well as challenge children. Children will be reminded that they may need to make reference to the text to support their answers. At the end of the individual thinking time, the answers to the questions are given orally and children either agree, build on or challenge, making sure they are also given time to correct and reflect. The modelling of answering how the questions were found may be done by the teacher or a peer.

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.

Teaching writing

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.

Teachers plan exciting 'hooks' for writing, in order to engage children and make writing meaningful to them. From Reception class, each child writes a piece of independent work for assessment half-termly, which enables the teacher to plan next steps for learning. Key Stage One and Two follow the Literacy Tree scheme. Children will write a variety of different writing genres to apply SPaG components to demonstrate their understanding of the skill. At the end of the 2/3-week unit, children will produce a final written piece, which will include many skills that they have worked on during the unit of work.

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, widgets, 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 purple 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 (for example, report writing in science and recounts of historical events etc.). At Springvale each pupil completes six assessed pieces of writing each year, which is used to map their progress and attainment.

Oracy

Oracy enhances social and emotional development by allowing children to express their needs and effectively communicate with both adults and peers. The ability to listen and respond to others appropriately builds empathy, resilience in students of all ages, increases self-esteem and prepares students for future successes. Daily 10-minute oracy lessons are delivered up to Year 4. Children are introduced to four vocabulary words, which are explained using a child friendly definition, along with a visual aid and teacher may use different 'voices' and actions to rehearse the vocabulary. These words are then displayed on the working wall and children are encouraged to use them in their own writing.

Spelling

At Springvale, we follow the Literacy Tree 'Spelling Seeds' scheme of work, which ensures that all the National Curriculum fundamentals are covered. The Spelling Seed system exceeds all expectations around making the teaching of spelling effective, and 'stick-able' for children. All of the concepts, activities and tasks within the scheme have been designed to increase 'stickability' and retention of vocabulary.

Each class complete daily and weekly spelling activities that are built on the fundamentals of teaching spelling with strong phonic foundations. The lessons are organised into a week-by-week series of activities. The children are able to self-assess and monitor their own strengths and weaknesses in spelling. Through using the quality materials and

comprehensive guidance within 'The Spelling Seeds', children will develop expertise and fluency. The lessons are adaptable, engaging and thorough.

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

Handwriting

There should be a consistent approach to handwriting in every class, by every teacher, throughout the whole school. As children are introduced to letter sounds, in the EYFS, the correct formation is taught and practised. We use the Read, Write, Inc. formation ditties to aid memory. Regular discrete lessons in handwriting are to be undertaken in all F2-Y2 classes and weekly sessions in KS2 with an emphasis on good handwriting within all written tasks across the curriculum. KS1 should focus primarily on the size and orientation of letter formation before extending onto cursive script. KS2 should be taught to join and work on the speed at which they complete writing.

Teaching Maths

Maths at Springvale follows the NCETM Guidance, which is aligned to the National Curriculum. We intend to teach a progressive curriculum, which builds upon children's previous understanding, that enables children to become natural problem solvers. They will think like mathematicians and use correct mathematical language when explaining their understanding.

Our curriculum is carefully sequenced and cumulative. This gives the pupils opportunity to "master maths" by using their previous learning, enabling them to develop mathematical fluency and conceptual understanding. We have high expectations of all children and scaffold as needed to enable success. In addition, interventions are used to close gaps.

The three aims of the Primary Maths Curriculum are at the heart of everything we do, these are:

- Fluency in the fundamentals of mathematics so that pupils develop conceptual understanding, and the ability to recall and apply knowledge rapidly and accurately.
- Reasoning mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Problem Solving by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Children from Reception to Year 6 follow the NCETM: a programme to meet the criteria for high-quality teaching of mastery in England. Through careful and planned use of concrete, pictorial and abstract approaches learners tackle the same concepts at the same time and progress together as a whole class. The 'small step approach' allows children to keep up not catch up. Each class uses manipulatives to start their focus unit. The use of manipulatives allows children to have a tangible link to their learning. The use of pictorial representations enables children to understand how the focus maths skills can be represented in a number of different ways - mastering the small steps to learning and ensuring the learning is not just 'discreet'.

Teaching the foundation subject curriculum

Teaching in the foundation subjects is underpinned by a well-sequenced and ambitious curriculum that clearly identifies the key knowledge, skills, and vocabulary pupils need to acquire over time. Teachers use subject-specific pedagogy to deliver engaging and purposeful lessons that build on prior learning and support pupils in making meaningful connections across subjects. Regular opportunities for retrieval and assessment enable staff to check pupils' understanding and ensure that knowledge is securely embedded in long-term memory. Subject coordinators provide clear direction and support, monitoring the impact of teaching and learning to ensure that pupils develop a deep and lasting understanding across the wider curriculum.

All curriculum subjects will have a long-term plan which details the subjects taught across the year. Subjects will also be mapped so that progression across the school is clear and precise; this includes a section detailing tiered vocabulary that should be taught as part of each unit.

7) Enrichment opportunities

At Springvale Primary School we pride ourselves on offering additional activities to improve our curriculum provision. Enrichment opportunities make a strong contribution to pupils' personal development and cultural capital by extending learning beyond the classroom. They enable pupils to develop curiosity, confidence, and creativity, while nurturing essential skills such as teamwork, communication, and resilience. A rich programme of enrichment activities promotes wellbeing, inclusion, and a sense of belonging, ensuring that all pupils can access experiences which broaden their horizons and raise aspirations. These opportunities help prepare pupils exceptionally well for the next stage of their education and for life in modern Britain. We offer these opportunities by:

- Organising school trips and residential.
- Leading a range of after-school and before-school activity clubs.
- Attending sport competitions.
- Arranging visitors to come into school.
- Supporting local community events, such as the Harvest Festival food collection.
- Promoting curriculum subjects, such as the Book Fair or Science Gadget Shop.
- Training KS2 pupils to become Play Leaders.

8) Learning environment

Classrooms

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning. Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups. Classroom displays will be changed on a half-termly basis and will be geared towards aiding learning, not providing distraction. Teachers must have a reading area, a maths display and an English display.

The school hall and corridors

There are four displays which are used inside the school hall; one of which will always be used to promote behaviour and attendance. The remaining three displays will be chosen annually based on the school's development plan. There are seven displays which are used in the school corridor; one display will always be used to support phonics teaching outside the year 1 classroom. The remaining six displays will be used to showcase foundation curriculum subjects throughout the year from all classrooms.

9) Supporting pupils with SEND

High expectations will be set for all pupils, regardless of ability, circumstances or needs. The delivery and content of lessons will be sufficiently differentiated and adapted to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons. Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented. SEN Support Plans (SSPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. SSPs are reviewed termly to ensure that they are still effective. The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Inclusion Policy.