

Curriculum Policy

Reedley Primary School



Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

(Mission Statement/Statement of intent)

Introduction

At Reedley Primary School, our curriculum is based on the 2014 National Curriculum for Key Stages 1 & 2 (alongside supporting documents from Lancashire County Council) and the Early Years Framework (2012) in Reception. Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Our children develop a strong sense of moral purpose in addition to a respect for, and understanding of, the communities around them.

Values

We strive to develop our children's passion for learning and provide fun, meaningful and relevant learning opportunities. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Aims

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

At Reedley Primary School, we aim to offer a balanced and broad curriculum which enables all pupils to:

- grow as positive, responsible people, who can work and cooperate with others;
- nurture positive relationships and work collaboratively in an inclusive curriculum;
- build on current knowledge and skills
- develop and apply progressive knowledge, skills and attitudes to learning in order to achieve their true potential;
- reflect on their learning to know what their strengths are and which areas they need to develop;
- enjoy learning in a language rich environment that promotes a culture of communication;

- develop the confidence, desire and ability to express their views and opinions both orally and in writing;
- develop critical thinking;
- challenge themselves and engage in deeper learning;
- inspire thinking, innovating and problem solving;
- make learning more meaningful by putting it into context;
- become successful, life-long learners through a purposeful, real life curriculum.

Organisation and Planning

The curriculum in Reception is based upon the Early Years 2012 framework and is guided by the children's interests as well as linking to the 'Prime and Specific Areas of Learning in the EYFS'.

From Year 1 to 6, our curriculum is based on the National Curriculum for Key Stages 1 & 2 (2014) alongside the Lancashire County Council 'Theme Booklets' for each year group.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. (For more details please refer to the separate subject policies.)

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum and LCC Theme Booklets outline the expectations which form the long-term curriculum map to achieve balance and coverage over a term or half term. The more detailed medium/ short term planning will focus on the teaching process and strategies used to support learning.

At Reedley, a personalised toolkit is used as part of an 'Immersion Day' at the start of each topic. This enables teachers to form a baseline assessment of the children's knowledge and skills in order to tailor the curriculum to enhance learning and develop their interests. Teachers devise key questions when teaching Theme, which are integrated into lessons, throughout the theme. These cover the main aspects of the Theme, covering information from the different curriculum areas being covered. They are also used to assess the children's knowledge and skills throughout the Theme, in order for teachers to plan subsequent lessons.

Knowledge organisers are given to the pupils prior to the topics being covered for Theme subjects. One copy is for the children to use at home and one copy is stuck in books, for reference. These contain key information from the Theme, allowing the children to research prior to a topic and to refer to them throughout. The learning then builds on this information.

Planning formats are used consistently across school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, vocabulary development and resources required.

Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Short term plans outline the individual lessons and adaptations made for individual groups and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy and statements on Target Tracker. However, teachers will use informal assessment for learning and observation on a daily basis to determine what children can do independently in order to plan next steps for learning.

Formative assessments take many different forms and can be reflected in the pupil's work through the marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. (Please refer to the 'Marking and Feedback' policy for more information).

Summative assessments take place at the end of each term to highlight the children who are on track and identify those who may need extra support. Attainment and progress information for each child is added onto 'Target Tracker' and analysed by subject leaders to identify areas for development across school.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents throughout the year, either in writing or at an appointment where parents are invited to discuss their child's progress and attainment.

The roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also has access to exemplifications of the expected standards (Target Tracker) and children's work (including on the school website), which they will use to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic curriculum.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep themselves and other staff up to date with developments in their subject by relevant reading, INSET and policy development and updates;
- liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans and ensure clear progression.

The curriculum leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and that there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin Reedley's curriculum development.

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage we:

- Set appropriate levels of challenge.
- Respond to pupils' diverse needs.
- Endeavour to overcome potential barriers to learning.

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for additional support. Our curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, authors, poets, sporting events etc.). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community, including though links with local schools and charities.

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents either in the form of a termly attainment report or a parent consultation evening.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- Class pages inform parents specifically about a class within school on the day to day lessons and learning of this specific group of children. Children's achievements are celebrated on these pages.
- The school's website informs parents instantly of whole school or enhanced activities which are taking place.

Teachers are also available at the start and end of each day for any necessary communications.

Review

Written by: K. Gorrell

Date: 01.09.19 Revised 01 09 20

Governor Ratification – 12.09.12
Review: September 2020

Appendix 1 – Pedagogical approaches

Pedagogical Approach 1

*Highly effective
teaching and learning
is dependent on*

Pedagogical Approach 2

*Highly effective
teaching and learning*

Appendix 2 – Examples of how to apply pedagogical approaches

Pedagogical Approach 1

This could happen by:
- Using learning panes to review previous learning.

Pedagogical Approach 2

This could happen by:
• Teacher/pupil conversations

Appendix 3 – Techniques to be used across the curriculum



Reedley Primary School Toolkit

Assessment for Learning

- 'Never Heard the Word' grid.
- Cold tasks
- Learning panes
- Key questions
- T4W
- Entry learning task (review prior knowledge)
- Reflection fans
- Six ways to share e.g. *snowballing, envoys, chiefs and indians, home groups, experts, buzz around.*
- Talk partners
- Talking chairs
- Role play
- Hot seating
- Magic microphone
- Magic mirror
- Thinker's keys
- The five whys/whats

Immersion days

- Alphabetogories
- Diamond nine (higher order thinking)
- Graffiti map
- Odd one out
- 'I Wonder....' grids
- PMI grids (Positive, Minus, Interesting)
- Questioning dice

This is not an exhaustive list, but just a sample of some of the activities in place within school.

Appendix 4 – Step by step guide to planning and delivering the curriculum at Reedley

Reedley Curriculum 2019-2020

STEP 1 – Research the theme
STEP 2 – Deliver immersion assessment activities
STEP 3 – Devise 5 key questions
STEP 4 – Create a Knowledge Organiser
STEP 5 – Plan the theme
STEP 6 – Deliver the theme
STEP 7 - Assessment

STEP 1 – RESEARCH THE THEME

- Refer to the progression and concept map for your year group, for each subject covered in the theme
- Consider which concepts and vocabulary have been covered in previous topics and build on these
- Review previous Knowledge Organisers

Step 2 – IMMERSION

- To be completed two weeks before the theme topic.
- To last between half a day and a full day.
- EAL learners encouraged to ask parents to research the theme in their own language to help them gain an understanding into what is going to be covered.

INTENT OF DOING IMMERSION

- Review prior knowledge inc misconceptions
- Immerse children in experiences related to the topic
- Generate questions related to the topic from the children
- Allow children to explore and investigate
- To glean information from the children BEFORE you start to plan for the theme

HOW?

- Artefacts/pictures/books/video clips/maps
 - 'Jump in the Picture' technique
 - PMI, graffiti map, alphabetagory, focused KWI grids with specific aspects
 - Wondergrids
 - Sources such as diary entries, letters, accounts, recounts, newspaper articles
 - Drama techniques – mantle of the expert, teacher in role, hot-seating
 - Use Thinker's Keys to generate ideas – if relevant
- This is not an exhaustive list – teachers to add further ideas – see back of T and L/ curriculum policies

STEP 3 – DEVISE 5 KEY QUESTIONS

- Construct 5 key questions for your theme (end points) and use these to ensure that desired outcomes are achieved from Concept and Progression map and the National Curriculum objectives
- These questions will form the basis of subject leader interviews and children should be able to answer the questions, drawing on vocabulary, key facts and concepts.
- Ensure all subjects within the theme are covered.

STEP 4 - KNOWLEDGE ORGANISERS

- To be given to all the children at least one week before you start to teach the topic
- One copy to go home, one copy to be in school for reference during the topic
- Knowledge organisers to be based on the information that the children need to know, from reviewing 'STEP 2 – immersion'
- If children have gaps in knowledge, these are to be included alongside the aspects relevant for that year group:
- **CONTENT**
Title of theme and brief description (EG Seaside – now and in the past)
Vocabulary
Key facts
Concepts
Timeline – if relevant
Pictures – if relevant
- A copy of every Knowledge Organiser is to be kept in a master book for that class and passed up to each teacher they have

STEP 5 – PLAN THE THEME

- Work with your year group partner
- Use the Teaching Backwards planning format
- Teachers may use Lancashire Planning Document as a tool but are not expected to follow this to the letter – teachers will have other creative ideas and there is far too much content in the Lancashire Document to complete everything. Teachers plan content that will ensure that children will be able to answer the key questions.

STEP 6 - DELIVER THE THEME

- Challenge – look for opportunities to make links to other aspects of learning and to develop and apply skills in a variety of contexts (eg what if...?)
- Outcomes need to show progress in relation to the information gathered during IMMERSION phase.
- Children need to be able to reflect on their own progress within a topic, in relation to the key questions.
- Repeat or add further information to the immersion activities to demonstrate progress
We want children to have retain knowledge (sticky knowledge) – not isolated vocabulary or ideas
- The theme should be fun and memorable, making use of a variety of teaching and learning techniques.

Within each lesson, staff use 'I do, we do, you do' the model

1) I do

This is where staff model a skill to the children, clearly, concisely and just once. Children are not asked whether they are clear, or asked to put thumbs up to indicate understanding, as this is demonstrated in the 'we do' section.

2) We do

Children prove they have understood in order to move onto next phase and to have a go independently.

Staff decide this by what children say or do.

Staff need to ensure that everyone has clarity on how and what they need to do to prove understanding.

Staff consider what good questions they should ask and how they can ensure that they get a response from all the children.

Teachers avoid questions where the answer can be guessed.

If children understand, they go on to 'You Do' stage.
If children make errors, then this should be the time.
Evidence should be recorded in a variety of ways, including in books, to show the learning process.

Examples of types of activities:

- Be the teacher – work out which one is right/wrong and why
- 3 of these have mistakes, work out which ones and in what way
- Sort out mixed up statements
- WAGOLL (what a good one looks like).

Teacher shows children a few examples in order for them to decide which ones are good examples and WHY. (Include pieces of work that looks good and may have technical vocabulary or long words, but do not make sense or meet the agreed criteria and then unpick this together.

Children have to prove their understanding to move onto next phase.

3) You do

A series of activities planned to meet differing needs of ability based on information gleaned in cold tasks (absolutely essential to your planning) but this should be fluid based on the initial stages of the lesson. Send children off when they have proved they can do it independently not based on belonging to a specific group.

STEP 7 – Assessment

- Teacher assessment judgements need to be based on the five key questions
However, assessment needs to take into account individual needs and delve further to assess children where necessary (substitution tables etc)
- Progress is now about how well children know and remember more of the school's curriculum
- The five questions will form the basis of subject leader interviews and children should be able to answer the questions, drawing on vocabulary, key facts and concepts.

September 2020

This is NOT a recovery curriculum. If we say it is then this will be a self-fulfilling prophecy and children will continually be playing 'catch up'. Links are attached for articles about the September curriculum which just made perfect sense!

<http://allenhalledu.com/2020/07/04/thinking-out-loud-absorbing-the-lockdown-gap/>

https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/amp/?_twitter_impression=true

New content begun straight away, with a sustained, parallel period of revision



English and Maths

- Children to complete the Summer Testbase papers for the previous year group (Reading, Arithmetic, Reasoning)
- Complete a sustained piece of writing in the second week of term.
- This will identify general gaps in learning that can be addressed through first quality teaching.
- Formative assessment is key to identifying next steps in learning.
- Plan for children's next steps.

Theme (see also 'Reedley Curriculum')

- Age appropriate curriculum will be taught i.e. Yr 5 curriculum for Yr 5 children.
- Links will be made wherever possible with skills/knowledge that has not yet been taught (see class transition documents).
- Immersion days will highlight children's starting points. Curriculum to be tailored to children's needs.
- Pre-teach key vocabulary and concepts before a unit or theme of work so children have some prior knowledge (can be groups).
- Knowledge organisers for each unit to provide key concepts, vocabulary and learning (based on immersions days).

Data Collection

- There will be no formal data collection for any subject until the summer.
- Formative assessment will need to take place and statements on TT continually reviewed and updated.
- Moderation will be based around the TT statements and whether age appropriate skills are evident.
- Subject Leader reports will be based around curriculum enrichment.

**Lancashire County Council Maths Team.
Autumn 2020 planning.**

Recommendations.

Lancashire have highlighted the following as priorities for teaching upon return to school:

- 4 operations (mental and written with strong emphasis on mental recall).
- Place Value
- Fractions (this links to the other 2 with decimals etc)

There are 10 key priorities within across these three areas of the curriculum (see attached document 'Essential skills') but please note we are NOT catching up, as per the heading! We are all in the same position.

- Work to your year group expectations from the start ensuring that you are setting high expectations for the children.
- Continue with 'Concrete, Pictorial, Abstract' in each year group.
- Ensure that variation is in place e.g. $240 = 10 \times _$ $10 \times _ = 240$
- You are following your normal curriculum, but you may need to alter the length of your units and please do not be afraid to do so.
- Use starters effectively to identify gaps and then use future starters to address these and intervention groups as you think are needed.
- White Rose Flashback PowerPoints will be valuable for identifying gaps and for getting children to use the operations by having problems that they must reason about. I intend to use these by having them on the board for when the children arrive first thing or to be displayed ready for when they come in from lunch (works well with getting them settled).
- Do not assume that there will be gaps everywhere! They will have that learning but may have forgotten how to use it. This is why starters are so important.
- Please do not be tempted to revert to any tricks if you feel you are falling behind. The children must be sitting on secure learning and this will just create further problems later. We want our children to develop fluency in maths alongside deep understanding of mathematical ideas and processes.
- Use concrete resources across all year groups. The maths cupboard is full of resources. I have ordered PV counters and plain counters for all classes.
- Use the planning CD for ideas.
- Please look at the NCETM materials – there are some fantastic resources on here. Use the Maths subject lead too!

Reedley Primary School - Expectations in English (2020-21)

New content begun straight away, with a sustained, parallel period of revision



GPS

No Nonsense Spelling

- Three or more sessions a week. (10-15 minutes)
- Whole class sessions (can be differentiated e.g. EAL, SEN, FTP)
- Recorded at **front** of English books.
- Revisited/modelled in shared writing/reading.
- Can be used as focus for intervention sessions.
- Links with Spelling Shed.

Grammar and punctuation

- Use objectives as outlined in Lancs planning. Activities can be adapted.
- Three or more sessions a week: immerse, imitate, innovate, invent (10-15 minutes).
- Recorded at **front** of English books.
- Revisited/modelled in shared writing/reading.

READING

Each group to have at least one session of GR and one session of RR (with an adult) each week.

Guided Reading

- Carousel (not whole class) for 30 mins (KS2) or 20 mins (KS1) each day.
- Work with each group once a week (completed every day).
- Tasks/texts differentiated to need.
- Independent tasks develop and extend the skill from guided reading sessions.
- Revisited/modelled in shared writing/reading.
- Statements highlighted on Target Tracker.

Reciprocal Reading

- During guided reading and as group interventions.
- ALL RR sessions to be planned.
- TA to lead a session with a group each week.
- Teacher to lead a session with a group each week.
- Number of sessions can be based around class need.

WRITING

Children should be aware of purpose and audience for each piece e.g. who would want to read it and why.

Extended Writing

- Carried out as part of a two week cycle: week 1 is the independent writing, week 2 is revisiting, editing and redrafting. Editing skills need to be taught and modelled.
- Must be planned for based on prior learning and previous unit outcomes.
- Evidenced on plans.
- Two Ticks marking (after children have edited)

Planning

- Texts need to challenge and engage, including the class novel. (Any changes to be updated on the English Curriculum Map.)
- Objectives taken from Lancs document and NC.
- Refer to class transition documents to see skills that have been missed due to the pandemic and need to be incorporated into the curriculum.
- Opportunities to explore the language and structure of genres and text types.
- Must include strategies and skills to support the reading to writing process (phases).
- Opportunities for independent writing across each teaching phase e.g. writing in role, songs, poems, blogs etc.
- Never Heard the Word grids to be completed pre-unit. No cold tasks.

Sustained pieces of writing to be marked using Two Ticks grids linked to need.

Resources:

There are so many clearly labelled resources on the 'Teacher' drive. It is worth finding some time to explore what is available. If you are not sure, please ask.

- 'Descriptosaurus' (Developing vocabulary from 8 -14 yrs).
- 'Word Aware' books (vocabulary strategies for EYFS – Yr 6). Discs to be saved on 'Teachers'
- NNS (discs to be saved on 'Teachers')
- Guided reading books (including teacher books).
- Resources from vocabulary INSET ('Teachers')
- Key question reading domain cards (and all other resources on 'Teachers')