



Long Mead Primary School

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| Policy name | Curriculum policy |
| School in which policy applies | Long Mead |
| Date written | June 2024 |
| Date agreed by Governing Body | June 2024 |
| Date of renewal | June 2025 |
| Senior member of staff with oversight | Headteacher |

THE INTENT

Our intention is to provide a broad and balanced curriculum, delivered through a culture of high expectations, principled and caring relationships and consistent routines. We use our expert subject knowledge to inspire and enthuse children, sparking curiosity and risk taking.

The intention of our curriculum and teaching is to develop vocabulary, knowledge, skills, character and culture over the long term. We support this through our 'Pillars of Excellence'; strategies that represent best practise throughout the curriculum.

THE PILLARS OF EXCELLENCE

The Pillars of Excellence represent best practise for developing the intention of our curriculum. They are based on best practice, such as Rosenshine's Principles for evidence-based strategies that lead to better child outcomes.

The pillars are not a checklist to be seen in every lesson but a set of principles for teachers to use when planning, teaching and assessing.

The pillars will be used at appropriate times by the teacher to support the development of vocabulary, skills and knowledge needed for a deeper learning within our curriculum.

Through effective implementation, the Pillars of Excellence will inspire and enthuse children, sparking curiosity and risk taking. Our Pillars of Excellence are built upon our teachers' expert knowledge alongside a culture of high expectations, principled and caring relationships and consistent routines.

The Pillars of Excellence are:

We '**teach to the top**' using challenging learning objectives so all pupils have the opportunity to reach their potential.

So all pupils can aim for the top, we **provide different levels of support**. Over time, we aim to reduce support so pupils become more independent.

When we introduce new vocabulary, skills, knowledge and understanding to pupils, we **model** possible ways of learning and provide lots of **practise**.

We provide opportunities for pupils to **work by themselves, and with others**, so they can practise their vocabulary, skills, knowledge and understanding.

We provide timely **feedback** in a variety of ways to encourage the pupils' continued learning of vocabulary, skills, knowledge and understanding for the long term

Pupils are taught skills **to transfer knowledge, skills and vocabulary** from their 'short term' working memory **to their long-term memory**.

Pupils will be given opportunities to **retrieve** knowledge, skills and vocabulary learnt over time and **apply these through assessments to show progress**.

We ask a wide range of different **questions** to assess how much pupils have understood and adapt the lessons accordingly.

We plan for pupils to be able to **evaluate their own, and each other's learning**, to assess how much progress they are making over time.

We demonstrate to pupils **how to think** and provide opportunities for them to think about their learning in a variety of ways. This means they are better able to control their own learning and have empathy for other points of view.

We demonstrate and provide opportunities for pupils to **conduct inquiry and research, communicating their findings** in a variety of ways. This means our pupils are better able to find solutions to problems and educate others.

We demonstrate, and plan opportunities to practise **debating** so to develop a wider range of communication skills.

All teachers will be expected to develop a high level of competency in all pillars over time:

- During the **Appraisal Cycle**, teaching staff will self-evaluate themselves, through a professional dialogue with their appraiser, and develop objectives that will improve their practise.
- All **Subject Action Plans** will include objectives related to developing the Pillars of Excellence across the subject.
- Teachers will be provided time, through the schools' **Talk for Teachers** Process, observe and share good practise through classroom observation and support.

The impact of the Pillars of Excellence will be assessed by:

- The Deep Dive process.
- The academic progress being made by the children, monitored three times a year through the schools' pupil assessment cycle.
- Peer observation (formal observation where applicable) measuring improvement in the breadth and quality of the Pillars of Excellence used in practise.
- Evidence from pupils' work, as demonstrated by the work in books.
- The personal development and wellbeing of the children, monitor observations of behaviour for learning, attendance, surveys and pupil voice.

PLANNED CURRICULUM SEQUENCE

All children, whether they are disadvantaged or SEND, will follow the full national curriculum.

Throughout the school, the curriculum has been planned and sequenced based around topics in each subject. These topics are chosen to spark curiosity and interest in the children. Through this topic-based approach, our intention is that knowledge, skills and vocabulary are integrated and children develop the ability to transfer and link ideas throughout the subject and where appropriate from one area to another. Opportunities to practice knowledge, skills and vocabulary in the wider community are encouraged.

Children in Preschool and Reception will follow the Early Years Foundation Stage Curriculum. This is designed to give them the very best grounding and preparation for starting Key Stage One. Teaching enables children to explore, discover and create in the different EYFS curriculum areas through continuous provision, within a happy, safe and playful environment. The curriculum within EYFS has been designed to be flexible, meeting the needs of the wide range of prior knowledge, skills and vocabulary that our children start with. All children in EYFS will participate in activities to promote health and wellbeing; this includes regular physical activity and Forest Schools.

Due to lower than average starting points, some children, when starting Key Stage One, will continue to learn in a play based, child initiated, environment. Children in Key Stage One will follow the national curriculum, where teachers will integrate a range of knowledge, skills and vocabulary across a range of subjects into topics. This will help support children to link knowledge and transfer skills. In Key Stage One, children will start to develop methods for retaining and retrieving simple knowledge such as times tables, meanings of key words and spellings. They will start to participate in both formative and summative assessments that will check their progress in developing skills, knowledge and vocabulary over the long term. All children in Key Stage One will continue to participate in activities that promote health, wellbeing and relationships as well as following a Personal Health and Social Education programme.

In Key Stage 2, all children will follow the national curriculum. The curriculum is organised so children will be taught English, Maths and wider curriculum subjects every day. The wider curriculum is planned on a two year programme to ensure progression and the building of knowledge and skills, including the revisiting of previously taught concepts and skills. Teachers will continue to develop a range of metacognitive and retrieval strategies to enable children to acquire and practise more complex knowledge, skills and vocabulary. They will continue to participate in both formative and summative assessments that will check their progress in developing skills, knowledge and vocabulary over the long term. All children in Key Stage Two will continue to participate in activities that promote health, wellbeing and

relationships and will follow a Personal Health and Social Education programme. Children will also have opportunities to develop leadership and character through taking on responsibilities.

Children in Year 5 and Year 6 participate in a transition programme to support their successful progression to Secondary School.

Throughout all years, the school has a Learning Journey outside of the traditional curriculum and this is integral to our children's success. The Learning Journey will outline the wide range of opportunities available to children. Through participating and achieving these, children can develop a broader range of knowledge and skills to help prepare them better for the next steps.

MEASURING THE IMPACT OF OUR CURRICULUM INTENT

We will measure the impact of our curriculum intent through:

The pupil assessment cycle which takes place three times a year. This will include:

- The collection of attainment data. In Years N (nursery) to 6, this will be assessed against age related learning objectives.

Deep Dives of every curriculum area on an annual basis which look at the intent of the curriculum subject, how it is being implemented and the impact on pupil achievement and development.

Annual parent, staff and student surveys to gauge the views of stakeholders as to the impact of our curriculum and teaching.

Feedback from the evaluation of the impact will inform changes to the implementation throughout the academic year to ensure the agreed intentions are achieved. We will review our intention annually in light of the evaluation of the impact.

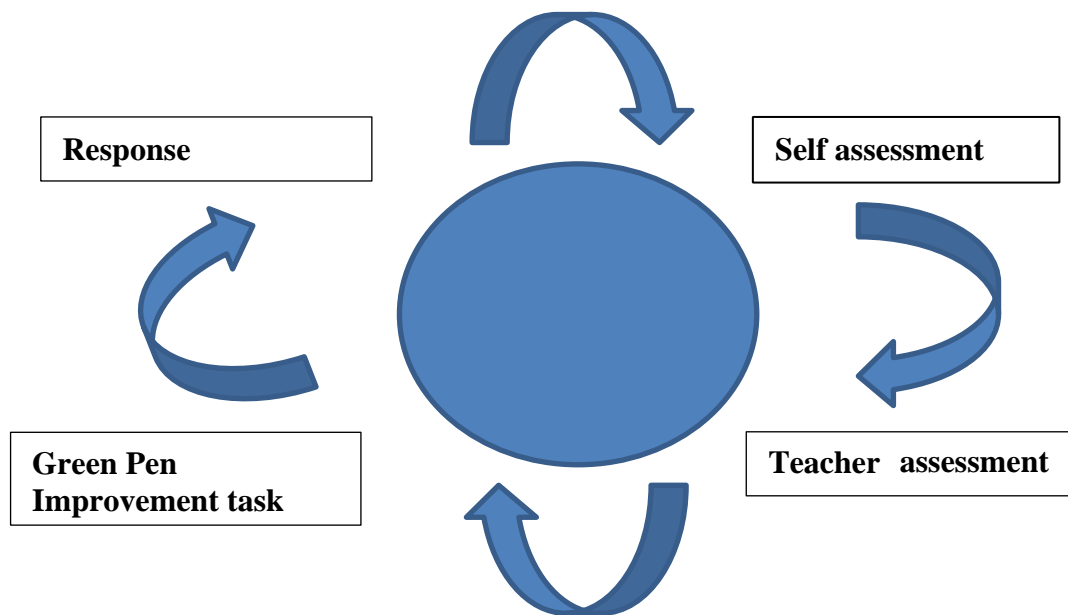
Purpose of Assessment:

The aims of assessment are to:

- Accurately identify and track the progress of children in the school.
- Highlight strengths and weaknesses in children's learning with strategies to manage them
- Provide reliable and credible information to support progression in learning
- Actively involve children in the assessment process
- Ensure that assessments are based upon clear and shared criteria
- Ensure that assessment is rigorous and valid
- Provide parents with clear and helpful information on their child's progress

- Provide the school with data upon which school, subject and pupil achievement can be evaluated
- Ensure that all students experience progress and receive information on their progress
- Low and high attainers as well as those disadvantaged children are suitably challenged by assessment

The Assessment Cycle:



- Children should carry out self-assessment to reflect on learning and the progress they are making.
- Peer assessment should also be encouraged, where children have the opportunity to assess each others' work using relevant criteria
- Regular teacher assessments will moderate child judgements and inform progress.
- Children should be given the opportunity to reflect on the feedback given and respond to it including any literacy focus targets.

Assessment is:

Formative – This is an on-going process in which a children's positive achievements can be recognised, discussed and recorded. It is used by teachers (together with the student) to plan the next appropriate stage of learning.

Diagnostic – This form of assessment identifies learning difficulties and is used to pursue appropriate help and guidance.

Summative – This provides a picture of the overall achievement of a student at the end of a particular stage/phase/year etc. It allows teachers to make

overall judgements based upon evidence gathered through formative assessments over an extended period of learning.

Evaluative – This gives teachers feedback on the effectiveness of their teaching methods.

At Long Mead there are:

A minimum of three summative assessments, performed under timed tests conditions in KS2 in Term 2, Term 4 and Term 6. These summative assessments should be designed to enable children to demonstrate progress between tests. These should be formally assessed by the teacher. (Comprehension, GPS, Maths arithmetic and reasoning).

A minimum of three addition assessments performed in Term 1, Term 3 and Term 5. (phonics and reading fluency test)

At Long Mead, English and Maths books are moderated termly by the whole teaching staff, in order that consistency and good practice can be shared. These will be further moderated by subject leaders termly. Wider curriculum books are moderated 3 times per year by teaching staff, in order that consistency and good practice can be shared. These will be further moderated by subject leaders, 3 times per year). Further moderated by subject leaders and SLT will take place through the annual deep dive process.

All teachers will be required to:

- Provide achievement data on all children, three times a year including areas such as professional predictions, current grades, progress comment, attitude to learning and homework.
- Provide an annual report home to parents which will include a comment linking to progress and their overall progress.
- Ensure, through regular ongoing assessment (in line with the principles above), that the presentation of books is of the high standard expected across the school.
- Continually check students' learning using quality first teaching methods and the Pillars of Excellence to understand progress being made and inform future planning. This can include self-assessment, peer assessment or other appropriate means that reduce the dependency on the teacher.

Basic expectations of all exercise books or folders*

- Classwork and homework are clearly labelled
- Opportunities for extended writing, in neat handwriting, and in blue or black ink where appropriate
- Children use their best spelling, punctuation and grammar. Text speech is not appropriate.
- Headings and dates are underlined with a ruler

- Handouts are fixed in to the books and not loose
- Scribbles and doodles are not present
- Diagrams and pictures are neatly drawn with a pencil
- Corrections have been made neatly with a single line through mistakes or rubbed out
- Loose sheets are secured into the books

PLANNING

Planning is a process in which all teachers are involved, whereby:

- the School Improvement Plan is reviewed and agreed annually by staff and Governors
- key stage / subject planning is undertaken and schemes of work are carefully balanced to ensure full coverage of the National Curriculum through the subject learning journeys.
- termly work plans are drawn up by individual teachers, matched to the needs of the individuals, the class, the curriculum requirements and the schools agreed policies
- weekly lesson powerpoints are prepared by each teacher and monitored by SLT
- regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards
- plans are evaluated by individual teachers to inform sequencing of learning.
- plan and teaching sequences are informed by curricular targets
- all available data is used proactively to inform planning at all levels

Appendix 1 – Curriculum Audit observable features

- Establish the INTENT or curriculum purpose. Have a clearly prepared intent statement that staff and students can understand.
- Discuss, agree and share the INTENT.
- Be able to explain how the INTENT is reflected in your planned learning and teaching (Pillars of Excellence).
- The National Curriculum is statutory. Check the full curriculum described is planned and ensure it is being delivered.
- Share the National Curriculum for the previous Key Stage (where appropriate) so all teachers have an appreciation of what pupils should have been taught.
- All teachers need to know, and be able to explain, why learning has been sequenced in the order across all year groups (including awareness even of those they do not teach).
- All learning topics / themes need to be underpinned by 'teach to the top' age related learning objectives that describe the knowledge, skills and vocabulary that pupils will need to have acquired.
- Have a book check system in place to ensure that all classes are following the agreed curriculum plan and that topics are not being missed or ignored.
- Have clear and consistent approach to homework.
- Be able to describe how delivery, acquisition, practise and retrieval are adapted for pupils who receive Pupil Premium, are SEND or more able. Have evidence through book checks and lesson visits that the impact of this is monitored
- Evidence of how you check pupil books to ensure the intent is being implemented as agreed across the subject and address any concerns.
- Evidence of how you check pupil books to ensure they contain enough work and how teachers hold pupils to account for content and quality.
- Evidence of how you check teachers are using assessment to impact planning, teaching and learning.
- Evidence of how you check teachers are delivering the agreed sequence of learning using the agreed strategies and how you are addressing any concerns.
- Evidence of discussing work with pupils to check their acquisition over time and address any concerns.
- Curriculum self-evaluation that identifies strengths and areas for development (based on the evidence from the Deep Dive Process)
- Curriculum action plan in place that addresses areas for development, which is regularly reviewed.
- Evidence of how you monitor the impact of your curriculum on pupils currently and how you address any concerns.

Appendix 2 – Observations of teaching

Observations of teaching, scrutiny of work and pupil voice should strive to identify that:

- The lesson and work over time **follows the agreed sequence** presented in the curriculum planning
- The culture supports the **3Rs** of being ready, responsible and respectful
- The **environment is safe** for learning (including the following of key school policies)
- The spirit of the **subject intent** is reflected in the learning over time
- **Teach to the top** learning objectives are consistently used.
- In order that all pupils can aim for the top, **different levels of support are provided and learning adaptations are made**. Over time, pupils become more independent.
- **Learning is modelled** when introducing new vocabulary, skills and knowledge.
- **Pupils work by themselves, and with others, to practise** their vocabulary, skills, knowledge and understanding.
- **Feedback is provided a variety of ways** to encourage the pupils' continued learning of vocabulary, skills, knowledge and understanding for the long term
- Pupils taught skills to **transfer knowledge**, skills and vocabulary from their 'short term' working memory to their long-term memory.
- Pupils given **opportunities to retrieve** knowledge, skills and vocabulary learnt over both the short and longer term.
- **A wide range of different questions** asked to assess how much pupils have understood **and lessons adapted** accordingly.
- **Pupils evaluate their own, and each other's learning**, to assess how much progress they are making over time.
- **Pupils conduct inquiry and research, communicating their findings** in a variety of ways.
- **Work in books shows a culture of high expectations over time.**