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**Shawlands Primary School**

**Policy**

**Curriculum and Learning Policy**

**REVIEWED ANNUALLY**

**(SUMMER 2016)**

**Introduced: Summer 2015**

**Written by L McClure on:**

**Signed…………………………………..**

**Approved by the Governing Body on:**

**Signed……………………………………**

**Shawlands Primary School**

**Curriculum and Learning Policy**

**Revised by new Phase Leaders at phase level staff meetings**

**Curriculum:**

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 importantly 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.

***Educational visits linked to topic***

***Real life/enquiry based curriculum where possible***

**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 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. Reading is planned using group APP trackers and a well-matched text that allows pupils to demonstrate good progress against relevant reading criteria.

**Teaching and Learning:**

Detailed below we make clear what high quality learning at Shawlands 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:**

**S**ystematic

**A**pplied across a broad and balanced curriculum

**D**iscrete

**A High Quality Phonics Lesson should contain:-**

**I**ntroduction: *Objectives and criteria for success*

**R**evisit and review: *Practise previously learned graphemes*

**T**each: Teach blending and segmentation of ‘daily grapheme’; Teach some tricky words

**P**ractise: Practise blending and reading words with ‘daily grapheme’; Practise segmentation and spelling words with ‘daily grapheme’

**A**pply: Read or write sentences using one or more high-frequency words and words

containing adjacent consonants

**A**ssess learning against criteria

The strategies used in the reading recovery style of teaching will be included in the teaching of reading to supplement phonics teaching. These include the use of syntax and context where appropriate.

**EYFS, KS1 and KS2 Phonics**

Children at all ages will be grouped according to their phonic ability and taught discrete phonics daily following the revisit, teach, practise and apply structure over the course of a week. Pupils will be assessed regularly and we aim to ensure that the vast majority of pupils meet the age-related expectation in phonics by the end of year one (80% approx).

Pupils who did not meet the requirement will be targeted in Y2 and pupils who do not meet the requirement at the end of KS1 will be taught in small groups in Y3 and beyond.

Throughout KS1, teachers will systematically check the understanding of phonics through daily formative assessment and half termly summative assessment. In response to teacher assessment, phonic groups continue to be fluid in order to target specific areas of development and any child who is deemed to be making slow progress will be supported within the read/write inc intervention groups.

**A High Quality Guided Reading Session**

1. **Book Introduction**

Set a purpose for the reading with reference to learning objectives. Talk about genre/text type. Make connections to prior reading or previous session. Skim over text to gain overview before reading.

1. **Strategy Check**

Discuss strategies, making explicit reference to strategies children will use to help them decode and comprehend what they are reading. Encourage pupils to explain to each other how they will read new/unfamiliar words. Beginner readers will be prompted to use their developing phonic knowledge. Developing readers should be prompted to use comprehension skills; skimming, scanning, re-reading; checking for organisational features, etc. Also highlight any difficult vocabulary or choice of words by the author.

1. **Independent Session**

Children read independently either in a "soft" voice or silently while the teacher moves round the group listening to individuals reading a short extract. Questions may be asked or focus given to particular teaching points to deepen understanding. **Praise** should be given for use of appropriate strategies.

1. **Return to the Text**

Whole group consideration of text, reviewing the use of particular strategies, revisiting questions asked at the start of the session and encouraging the children to identify issues to be discussed or clarified.

1. **Respond to the Text**

Allow children time to respond to the text, develop and justify their opinions and explore personal preferences. Follow up tasks may be set, to be completed before next reading session.

Tasks for other children in the Guided Reading sessions will be set according to their needs, levels and the professional discretion of the teacher. These **tasks must be able to be done independently** and may cover areas of reading such as comprehension, decoding skills, engaging with listening stations, reading for pleasure or using technology such as I-Pads to enhance the reading experience.

**Reading must be embedded throughout the curriculum – every lesson can be used to develop a purpose for reading as well as the application of the skills needed for decoding and comprehension.**

**High Quality Teaching and Learning throughout Literacy:**

At Shawlands Primary School, we recognise that a high quality writing lessons should:

* Be contextualised. Lessons should also revisit previous learning where relevant in order to ensure that the children are ready for new learning.
* Have clear, specific learning objectives that feed into differentiation - whether that be by task, outcome, support or expectations - to ensure progress for every pupil.
* Provide children with a model of the kind of writing expected.
* Expect children to write at length on a weekly basis.
* Clearly identify the steps the children need to take in order to meet the learning objectives.
* Use clear explanations and ensure the development of subject vocabulary which is revisited as often as is necessary to make every student comfortable with its use.
* Allow the children sufficient time to practice new learning/skills.
* Offers appropriate challenge to extend the more able.
* Allow the children to self and peer assess and have the time to respond to feedback.
* Gives 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.
* Be engaging, interactive and enjoyable.
* Should incorporate time for planning, drafting and editing to improve both the context and the conventions of writing.
* 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.

There will also be plenty of opportunity to consolidate and develop writing skills through cross curricular links (e.g. instructional writing in science, recounts in geography) and these will be explicitly planned for.

Within Shawlands, Extended writing is planned for and carried out on a **weekly** basis in the shape of “Amazing Authors”. This weekly opportunity (carried out over half a morning in KS1 and a whole morning in KS2) allows children time to apply their new learning/skills and spend time assessing and developing their writing in depth. The extended writing is levelled against APP every two weeks and contributes towards the children’s assessment folder.

**Writing in the Early Years:**

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. Children should have the opportunity to copy write work with a teacher as a scribe and work with a teacher modelling writing as often as possible. During FS and KS1 the teaching of phonics, spelling and handwriting complements this process and is used systematically to support writing and to build up accuracy and speed. Pupils are taught correct letter formation from FS, through KS1 where they begin the joining of letters, developing this in Y3 and 4 so that a fluent consistent and style can be used in Y5 and 6.

**Spelling:**

At the early stages the child’s natural curiosity for and enjoyment in words should be exploited. In FS1, children will work through Letters and Sounds Phase 1. In FS2, they will move onto Phases 2, 3 and 4. Children should be encouraged to experiment with spellings and be praised for their attempts. At this stage the main aim should be to develop confidence and enjoyment in writing and the written word.

Letters and sounds will continue with Phase 5 in Y1 (which will complement the three 100 HF word lists) and Phase 6 in Y2. Read/write inc. is continued within KS2 where appropriate and weekly spellings are closely related to the sounds learnt. Following the completion of the read/write inc programme, the spelling objectives from the school’s Literacy Framework then continues to drive the learning of spelling patterns within Key Stage 2. 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 class, topic related spelling banks, dictionaries and commercially produced resources with children being encouraged to attempt words/use resources independently before teachers intervene. When marking spellings within KS2 writing, teachers will write the number of mistakes in the margin and children will be encouraged to find and correct the spelling mistakes independently using resources given.

**Handwriting:**

There should be a consistent approach to handwriting in every class, by every teacher, throughout the whole school. The upper and lower case letters that we use in school can be seen below. Teachers use their own discretion to determine when lessons will take place and the format of the lessons. 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. 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.





**High Quality Teaching and Learning throughout Mathematics:**

Our aims in teaching mathematics 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

Quality maths 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. Quality maths 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.

Pupils learn a range of skills, calculation strategies and mathematical vocabulary before being asked to apply these to a range of mathematical problems. Teachers use assessment style questions as part of the daily maths diet for pupils to ensure that they can demonstrate good progress in summative assessments. Pupils often self-mark their maths work so that they can see the progress that they have made throughout the lesson and across a wider topic. Pupils are encouraged to communicate their difficulties with staff so that any issues can be addressed in the next cycle of learning. Some learning activities and short tests are designed to help pupils and staff to measure the progress that pupils are making. These tests and summative assessments are used alongside long term and medium term plans to ensure that learning is always relevant and has the maximum impact on pupil achievement.

**General marking and feedback code:**

* **Use legible and appropriate handwriting**
* **Use the agreed school handwriting/numerical formation code**
* **Use a green pen for teacher marking**

**Marking: *This is indication on a pupil’s work of what is accurate and what should be corrected in order to improve against shared criteria.***

**In maths:**

* **we use class marking wherever possible**
* **we use ticks for correct work**
* **we circle errors**

**In written work:**

* **We circle omissions**
* **We underline grammatical or punctuation errors**
* **We write the number of key spelling errors (KS2)**

**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 maths:**

* **we highlight and date the area of maths learning on the APP sheets on the front flap of the child’s book**
* **we give praise in relation to how learners have been successful within today’s learning against the shared success criteria e.g. this is good because…you have partitioned the tens and units to improve your addition skills**
* **we give praise in relation to how learners have improved in response to previous feedback/targets**
* **we pose questions/challenges for children to complete during response time in order to rehearse or develop skills**
* **when a child does not grasp a particular skill, this objective is transferred to the child’s personal learning targets at the front of the maths book**
* **when concerns are seen in a child’s work, we consider how we might adapt plans or provision through adult support**

**In written work:**

* **We highlight and date the area of writing on the objective sheets given to children in their books in the form of medals.**
* **We give praise in relation to how learners have been successful within today’s learning against the shared success criteria. This praise takes the form of a smiley face in KS1 and a star in KS2.**
* **we give praise in relation to how learners have improved in response to previous feedback/targets**
* **We use a capital ‘T’ to share a clear target about how the child can move their learning forward next time**
* **Grammatical challenges are given in order to develop the child’s skills during response time (KS2)**
* **Marking over time will eradicate errors within each child’s work and where comments become repetitive, e.g. improve the use of capital letters for names of people and places, we will plan activities and small group work to address this**

**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 and there is an expectation that all displays must be changed at least once each term. 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, maths and in some classes science. We may also use standardised programmes to assess spelling and phonics.

To supplement these assessment scores teachers use formative assessment through using the APP framework in reading, writing and maths. These are updated regular and pulled together at four 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 half 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. Benchmarking is not undertaken but staff do capture early abilities in September work as there is evidence of some negative progress during the long summer break.

All foundation subjects are also assessed against National Curriculum levels at least once per year.

**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.

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 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 presents 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.

This policy is available at:

<http://www.shawlandsprimaryschool.co.uk/policies>

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**Summer 2015**