

# Curriculum Policy and Guidance

Staverton CE Primary School  
2020-2021

*Believe. Achieve. Succeed!*

At Staverton CE VC Primary School, our motto is 'Believe.Achieve.Succeed'. These are the seven learning lenses that support outstanding teaching and learning.

## Progress

- Skills
- Understanding
- Knowledge

## Assessment

- Accuracy
- Planning
- Task Matching

## Marking

- Frequent
- Builds Understanding
- Builds Interest

## Teaching

- Expectations
- Subject Knowledge
- Enthusiasm

## Basic Skills

- Communication
- Mathematics
- Reading

## Attitudes

- Enthusiasm
- Learning skills
- Commitment

## Checking

- Systematic
- Intervention
- Impact

Curriculum Policy p3

Learning & Teaching p13

Assessment, Recording &  
Reporting p17

Homework p21

Planning Proformas page 22

**Purpose**

At Staverton CE Primary School we believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirement. *The National Curriculum Handbook*, DFE guidance and the OfSTED inspection schedule (September 2020) also informed the policy.

**Relationship to other policies**

The school policy on the curriculum embraces policies and procedures for admissions, assessment, charging and remissions, collective worship, equality, health and safety, home work, lettings, nutritional standards, performance management, school visits, SEN, sex education, staff discipline.

This policy includes guidance on Learning & Teaching, Marking/Feedback & Assessment, Planning, all national curriculum subject areas, Values for Life, SEAL, PSHEE and key features of outstanding teaching and learning.

This guidance is an integral part of the school's curriculum policy.

**Roles and responsibilities of the curriculum: Headteacher, other staff, governors**

The **headteacher** will ensure that

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate and reviewed by the governors annually
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on statutory targets in order to make informed decisions.

**All other staff will ensure that the school curriculum is implemented in accordance with this policy.**

The **governing body** will ensure that:

- it considers the advice of the head teacher when setting statutory and non-statutory targets

- progress towards annual statutory targets is monitored against clearly defined expectations
- National Curriculum test and teacher assessment results are published in line with DFE guidelines
- progress towards meeting agreed targets is reviewed at each Full Governing Body meeting
- parents and carers receive timely reports on the progress of their child
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand the role of the Governing Body in meeting and setting targets

### **Arrangements for monitoring and evaluation**

The governing body will receive regular updates from the head teacher on:

- The standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools
- The standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- The standards achieved by pupils with special educational needs and groups deemed to be vulnerable
- The number of pupils for whom the curriculum was dis-applied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- The evidence of the impact of external intervention and support and national strategies on standards
- The views of staff about the action required to improve standards
- The nature of any parental complaints or concerns regarding the quality of provision.

### **The role of the Subject Leader**

- Each curriculum subject has a leader who works to ensure that the curriculum has coverage and progression in each year group.
- The subject leaders monitor planning, work and displays across the school, giving feedback to staff and the Head teacher.
- Subject Leaders produce a yearly action plan submitted to the Head teacher and Governors as part of the School Improvement Plan, which is reviewed termly by teaching staff and governors.
- Subject Leaders liaise with link Governors and provide reports on initiatives and progress made at meetings held during the school year.

### **The role of the class teacher**

A class teacher plans for their class following the National Curriculum and the Wiltshire Agreed Syllabus for RE.

Each lesson is planned and incorporates learning objectives, success criteria, differentiation for children regarding their needs, activities, Teacher Assistant support and plenary. Planning files are monitored regularly. Further guidance on planning appears in a later section. Assessment is carried out regularly and we use year group

expectations to record pupil progress in English reading, writing, Mathematics and Science. (See assessment guidance).

### **National Curriculum Subjects.**

English, Mathematics, Science, Computing, History, Geography, Design and Technology, Art, Music, PHSEE, MFL, PE and RE are all National Curriculum subjects taught at Staverton CE Primary School Primary throughout the key stage 1 and 2.

Early Years provision is made in line with Statutory Framework for the Early Years Foundation Stage (September 2018) and the supporting guidance, 'Early years foundation stage profile: handbook 2018'

### **English**

At Staverton CE Primary School we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding of literacy. There is a range of experiences: speaking and listening, reading or writing whole class activity, a guided group or independent activity.

Handwriting, Spelling, Vocabulary, Reading and Presentation skills are developed daily. In Key Stage 1 these skills are addressed in daily Sound Write sessions. In Key Stage 2, they are addressed through the No Nonsense Spelling, Mrs Wordsmith vocabulary and daily English lessons.

In Key Stage 2, Guided reading occurs daily outside the literacy session and is taught as a whole class with opportunities built in for written reading comprehension. Each class bases their sessions on a core text linked to a specific text type (*see English Long-term overview*).

As well as Guided Reading all children have an individual reading book matched to their level of independent reading – they take this home and are encouraged to read it there as well as to adults at school. The school operates Reading Bingo which encourages and rewards regular reading at home.

A clear, legible style of handwriting is taught. From FS2, children are taught to form letters in a pre-cursive. As the children progress into Key Stage 1 they are encouraged to join and the expectation in KS2 is that all learners are joining. (*See Handwriting and Presentation policy for further details*).

Daily writing sessions are linked to the same core text as the guided reading. Sessions are focussed on the using and applying of key English skills. These are text talk, grammar, punctuation, spelling, planning, vocabulary, editing and publishing skills. Skills are taught and then applied through short burst and 'prove it' writing tasks. Medium term English plans set out when skills will be taught during the unit and how cross-curricular writing will be included. Weekly plans then expand on this further with daily lesson plans including learning challenges and differentiation.

Teachers use the Wiltshire Council writing skills progression document alongside the

National Curriculum to ensure that children received work at the appropriate level. Reading and writing are formally assessed three times a year in terms 2, 4 and 6 using Cornerstones reading assessments and levelled classwork.

Children use Computing in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school across all the aspects of the curriculum.

We use Learning Journals to record our English and topic work. English work is recorded in the front of the book and Topic is recorded in the back. Worksheets are not used extensively as this limits the opportunity to develop the skills of presentation.

## **Maths**

Maths is taught following the National Curriculum. We use the White Rose Hub as a planning tool to support a structured framework for the teaching of mathematics.

A maths lesson starts with an oral mental starter (approx. 10 mins) followed by the main part of lesson (activity based – individual or group work) and ending with a plenary to summarise learning. Mini Plenaries may be used throughout the lesson to ensure all children have a clear understanding of the learning objective.

Maths lessons are interactive to ensure that all children enjoy and participate in their lessons. A range of manipulatives are available for the children to use to support learning as appropriate.

We use weekly arithmetic tests in Key Stage 1 and 2 to reinforce understanding and to map progress.

KS1 and 2 have access to the online 'Time Table Rockstars' community and children are encouraged to use this at home through the use of the TT Rockstars boards in each class. These celebrate those children who are achieving well with their times tables at home. Through the same system, children also have access to Numbots where they can practice key mathematical skills such as number bonds.

## **Science and Foundation subjects**

At Staverton, we teach Science and foundation subjects on a two-year rolling programme (*see class Curriculum maps on the school website*). Most subjects are taught in discrete blocks while others are taught on a weekly basis. Time allocations for each subject are outlined below:

PE – 2 hours a week

Computing – 1 hr a week

Science – approximately 2 hrs a week (6-week blocks)

Geography – 2 three-week blocks

History – 2 three-week blocks

DT – 2 three whole day blocks  
Art – 3 three-day blocks  
RE – weekly with two RE days at Christmas and Easter  
Music – 30 mins weekly

Each block is started with a question that children investigate over the course of the unit. Children are provided with knowledge organisers for each block that outline the areas that will be covered during the block. At the end of the unit, the children will take a quiz to assess how much of the knowledge covered has been retained. This quiz will be repeated throughout the year. The children will also complete cross-curricular writing that links the English text types and the topic coverage.

## **Science**

At Staverton CE Primary School we use the Kent Scheme of Work. In Foundation Stage, the children learn and explore scientific concepts and skills through Knowledge and Understanding of the World, as specified in Development Matters. Units in Science build upon prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we also build progression into the Science scheme of work, so that the children are increasingly challenged as they move up through the school. The learning of Science is recorded in a variety of ways, including photos, diagrams and written work. Evidence of this learning can be found in Learning Journals and Photo Folder on the Staff Shared Drive.

The aims of science are to enable children to:

1. Ask and answer scientific questions;
2. Plan and carry out scientific investigations, using equipment correctly;
3. Know and understand the life processes of living things;
4. Know and understand the physical processes of materials, electricity, light, sound and natural forces;
5. Evaluate evidence and present conclusions clearly and accurately.

On completion of a piece of work, the teacher marks the work in line with the School Feedback and Marking Policy. Informal judgements, made as we observe children during lessons, are part of the assessment process. Evidence is also collected to demonstrate children Working Scientifically.

We have good resources for all Science teaching units in the school and we keep these in the central base. It is the responsibility for the Science Subject Leader to ensure adequate resourcing for the teaching of Science.

The library contains a supply of Science topic books to support children's individual research. Access to the Wiltshire Library Services allows the teacher to appropriately resource every Science topic.

## **History**

We follow the National Curriculum programme of study for history. When teaching history we aim to fire pupils' curiosity about the past in Britain and the wider world.



We use a range of sources and first hand resources as far as possible e.g. artefacts, museum visits, and documents such as census materials and firsthand accounts. Access to the Wiltshire Library Service to support this aim. Additional resources are stored in school and are the responsibility of the History Subject Leader.

We encourage children to: think about how the past influences the present; develop a range of skills and abilities, particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

Through their study of different historical periods we aim for pupils to develop a chronological framework for their knowledge of significant events and people. History is assessed through day to day work, end of unit quizzes and cross-curricular writing.

## **Geography**

We follow the National Curriculum programme of study for Geography. Through teaching geographical enquiry skills children gain the knowledge and understanding of places, patterns and processes and environmental change and sustainable development. In key stage 1, this will be at a local scale and in key stage 2 the study will be broadened to include local, regional and national as well of different parts of the world. They will also ensure 3 key themes; water, settlements and environmental issues are covered. The teaching of geography will include practical investigations and fieldwork and be taught in a creative cross curricular way; if possible. Geography is assessed through day to day work, end of unit quizzes and cross-curricular writing.

## **Art and Design**

Art stimulates creativity and imagination. It enables children to communicate what they see, feel and think through colour, texture, form, pattern and different materials and processes. Children will be exploring ideas and meanings through their work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has on contemporary life and different times and cultures.

The aims of art and design are to enable children to:

1. To produce creative work.
2. To become proficient in drawing, painting, sculpture and other art, craft and design.
3. To evaluate and analyse creative works using the language of art, craft and design.
4. To know about great artists, craft makers and designers.

A wide range of Art resources are available in the stock cupboard. It is the responsibility of the Art subject leader to ensure that resources are available for the teaching of each unit.

## **RE**

RE at Staverton School is taught weekly using 'Understanding Christianity' for the vast majority of the input on Christianity. Discovery RE is used to deliver teaching on Judaism, Islam and some other units on Christianity. RE focus Days take place at Christmas and Easter to allow children to develop a full understanding of these significant religious events. The teaching aims not only to deliver the knowledge

about the religions but also to enable and encourage children to think about and understand how religion affects the day to day lives of believers.

A variety of approaches are used to teach and assessment will also include photographs, notes by teachers, writing and pictures by children. The RE assessment grid is completed by the teachers at the end of each term.

## **Computing**

Computing is used across the curriculum to enhance learning and engage children.

Interactive whiteboards, visualisers and computers are used by staff and pupils when it aids learning. In addition to cross curricular use of computing, skills are taught to pupils in discrete computing lessons.

In the foundation stage children are provided with opportunities to explore and learn about technology in a variety of ways throughout the year.

Children in Years 1 – 6 follow the Switched On Computing scheme of work which ensures complete coverage of the Computing Curriculum. Different year groups study different units, using different software as outlined in the long term curriculum plan. These units ensure coverage of the National Curriculum. In each unit of work the skills are taught through a series of lessons and tasks with teacher input to explain and demonstrate the skills. Each unit of work culminates in an integrated task where pupils are asked to apply their newly learnt skills. This integrated task will then be used to assess the pupils' progress in the subject.

Where possible the integrated task and skills lessons will be linked to the current topic as part of the creative curriculum. All staff and pupils are to adhere to the e-safety policy (see separate policy).

## **Music**

Music is a universal language that is one of the highest forms of creativity and to this end we strive to engage and inspire pupils to develop a love of music and nurture their talent as musicians. The children will learn to sing with accurate intonation and to control their voices. There will be weekly opportunities to sing as a whole school in assemblies and the children will also take part in various special services e.g. Harvest, Remembrance, Christmas, Easter. Children who have a particular interest in singing will be able to become a member of the School Choir which will mean taking part in competitions, concerts and public performances in the wider community.

As a school, music is taught through the Charanga scheme.

They will also have the opportunity to learn a musical instrument e.g. the guitar, piano, violin or brass through our visiting specialist music teachers and to perform in concerts and assemblies. Over the course of their time at Staverton School, children will also have the opportunity to take part in a First Access programme which means that as a whole class they will learn a musical instrument e.g. ukulele, recorder, ocarina. Children have the opportunity to compose and to listen with discrimination to the best in the musical canon by reviewing and evaluating music across a range of historical periods, genres,

styles and traditions. They will also be exposed to live music performed by professional musicians. The children will have access to music technology resources which will help develop their understanding and appreciation of how music is created, produced and communicated. This includes the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **Design and Technology**

At Staverton CE Primary School we cover the National Curriculum of DT through focused DT days (*see Class curriculum maps on the school website*). The DT curriculum is split into four focus areas: food and nutrition, textiles, structures and mechanisms (*see DT Progression document*). Children develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them.

The aims of design and technology are to enable children to:

1. Design purposeful, functional and appealing products.
2. Make products by selecting from a wide range of materials and tools.
3. Evaluate and explore a range of existing products.
4. Develop their technical knowledge of how to build structures and use mechanisms.

Assessments in Design and Technology are based on teacher observations and made at the end of each unit. Their experiences and progress will be documented in their written annual report.

We have good resources for teaching all aspects of DT in the school and we keep these in the central base. It is the responsibility of the DT subject Leader to ensure resources are adequate for the teaching of each unit. Please see the separate risk assessment for art/design regarding safety within lessons.

## **PSHE**

Staverton CE Primary School Primary teaches Personal, Social and Health education in line with the National Curriculum guidance and the Foundation Stage guidance. To ensure progression and continuity in this important area, we use the Jigsaw PSHE scheme throughout the school.

Personal, Social and Health education is taught as a standalone subject through the Jigsaw PSHE scheme. This often involves speaking and listening, reflection and circle times. It is also taught across the curriculum and through themed weeks and workshops. The children are encouraged to take an active part in the school life and the wider community through community events, School Council, Eco Council, workshops, projects, speakers and visitors to the school and visits out of school. Access to sport through local events is a key feature.

Sex and relationships education is also taught. SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

We use the BBC Active DVD resource to support our teaching of this, with age appropriate materials for Y1-6. This discrete teaching usually takes places in the Summer term, with some aspects of SRE being taught throughout the year through Jigsaw PSHE.

## **MFL**

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop the key skills of speaking and listening and extends their knowledge of how language works. It provides enjoyment and challenge for children helping to create enthusiastic learners and develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The links between languages and other areas of the curriculum can enrich the overall teaching and learning experience. We aim to achieve the National Curriculum objectives by linking learning in languages to class topics. We believe this ensures that the language learning process is kept as relevant and interesting as possible. We endeavour to embed languages in class routines and school life, offering praise for any contribution pupils make in the foreign language, however tentative. Our pupils go on to attend a variety of Secondary schools where different modern foreign languages are taught. As a result, at Staverton Primary School we do not focus on a single modern foreign language but instead chose to embed a wide variety of language learning opportunities including French, Spanish, Italian, Polish within our topic-based curriculum approach.

The learning objectives from the Key Stage Two Framework for Languages are used as a guidance for planning as they are a summary of expected outcomes for each year group.

Opportunities to monitor the children's progress in Primary Languages will be built into the topic knowledge organisers. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

## **P.E**

Pupils will be physically active for a substantial majority of all of their PE lessons. PE is taught either by the class teacher or Active Trowbridge and consists of two sessions per week. As a school, we use the PE Hub scheme of work for Physical Education.

There should be a balance between:

- grouped, paired and individual working
- competitive and non-competitive activities

- contact and non-contact activities
- development of skills and tactical understanding

**Staverton School will follow the National Curriculum Guidelines on Programmes of Study within the Key Stages:**

- Key Stage 1 Games, Gymnastics and Dance
- Key Stage 2 Games, Gymnastics, Dance, Athletics during each year

Swimming will be pursued by one year group within Key Stage 2 (Year 3) for at least a year, and Outdoor Activities will be focused on Years 5/6.

**Progression:**

P.E involves the development of co-ordination, knowledge skills and understanding through an inter-related process covering planning, performing and evaluating.

As pupils grow older, progression should also be seen in the elements of independence and interaction. The oldest children should also participate in scoring, recording, timing and judging where appropriate.

End of Key Stage Statements provide the framework for making assessments.

**Extra-Curricular Activities:**

During the year a variety of after school activities are available for children.

**Health and Safety:**

- All teachers are responsible for safety in their own lessons and should be familiar with procedures associated with the teaching of particular activities.
- It is essential that good discipline is maintained throughout a PE lesson.
- Correct handling of apparatus should be taught as soon as children become involved in its movement.
- If an accident occurs the teacher will stay with the injured child and send a messenger for help from the designated First Aider.

**Dress:**

All children must wear a suitable change of clothing as set out in the school brochure.

# Learning and Teaching

Learning  
&  
Teaching

*"Our vision is to create a learning community where we all have the courage to participate, flourish and be proud of our achievements..."*

## Rationale

At Staverton CE Primary School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices and enable them to lead happy and rewarding lives.

We understand our statutory duty to teach the National Curriculum, RE and follow EYFS Statutory Framework.

## Aims

Through high standards of learning and teaching we aim to:

- ✓ enable children to become confident, resourceful, enquiring and independent learners;
- ✓ equip children to enjoy lifelong learning;
- ✓ foster children's self-esteem, and help them to build positive relationships with other people;
- ✓ develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- ✓ show respect for a diverse range of cultures to promote positive attitudes towards other people;
- ✓ enable children to understand their community, and help them feel valued as part of it;
- ✓ help children grow into reliable, independent and positive citizens.

## Planning

It is expected that planning will be undertaken by all teachers, taking account of documentation that support the implementation of Quality First Teaching. These include:

- EYFS Framework
- The National Frameworks
- Sounds Write
- The National Curriculum
- Learn 4 Life – the Wiltshire PSHE syllabus
- The Wiltshire RE agreed syllabus

We use agreed planning pro-formas to ensure consistency. Whilst there are options to use pre-written plans, there is always the expectation that these plans reflect the learning needs of the pupils which has been determined through robust assessment.

# Criteria for Assessing Short Term Planning

English Planning:

- Clear learning objectives which provide challenge where appropriate
- Clear structure for the lesson – each stage of the lesson clearly defined, e.g. introduction, main, plenary – key questions/teaching points identified
- Planned starter that builds on or revises previously learned skills
- Differentiation evident where appropriate – this should not just be based on outcome and must also include how higher attaining children will be challenged
- Opportunities identified for modelling, shared or guided writing
- Planning indicates a series of lessons allowing children to learn and apply new skills through short burst and 'Prove it' writing tasks.
- Clear identification of where key writing skills (text talk, GPS, editing, vocabulary and publishing) will be taught during the unit
- Clearly identified opportunities for children to respond to marking
- Role of support staff and teacher identified
- Brief notes relating to needs of individuals or groups – vulnerable groups including SEN/PP where appropriate

Mathematics Planning:

Use White Rose as our planning starting point, then alter and edit it in order to ensure the following bullet points are included:

- Include the unit being addressed
- Planned starter that builds on or revises previously learned skills
- Description of teacher input
- Include an outline of any models, images or stem sentences that will be used
- Clear learning objectives which provide challenge where appropriate
- Evidence of where mental maths and arithmetic skills are being addressed
- Clear structure for the lesson – each stage of the lesson clearly defined, e.g. introduction, main, plenary – key questions/teaching points identified
- Differentiation evident where appropriate – this should not just be based on outcome and must also include how higher attaining children will be challenged
- Opportunities identified for whole-class, independent and collaborative work
- Planning indicates a series of lessons allowing children to build upon and practice new skills/consolidate skills
- Role of support staff and teacher clearly identified
- Brief notes relating to needs of individuals or groups – vulnerable groups including SEN/PP where appropriate

## Ensuring effective learning

When planning lessons, take account of children's interests via observation, look, listen and note:

- to connect the learning with previous work and to make connections within the work they are doing;
- to explain the learning objectives, steps to success and success criteria, and how the lesson fits in with others;
- to present the information in a range of styles and give opportunities for the

- pupils to build up their understanding through various activities;
- to outline the next step in the learning before moving on.

Staff understand that children learn in different ways, and respond best to their preferred styles of input (visual, auditory and kinesthetic); we therefore use multi-sensory teaching to address the needs of all our learners.

We create a positive atmosphere where pupils feel safe and valued, where they enjoy being challenged, where they enjoy learning, and know that they will succeed. We use approaches such as playing music to accompany learning and 'brain breaks' in lessons to focus and refocus children's attention, and make sure that the children have access to drinking water.

We enable children to learn in different ways, by using different types of:

- *Interaction*: asking and answering questions with an emphasis on higher order questions as detailed in the Blooms Taxonomy of Questions;
- *Groupings*: group work, paired work, independent work, child initiated learning, whole class work, presentations, designing and making, physical activity, investigating and problem solving;
- *Resources*: IWB and music, ICT, fieldwork and visits to place of interest.

We encourage children to reflect on how they learn best – what helps them learn, and what makes it difficult for them to learn.

### **Ensuring effective teaching**

Teachers follow the school's guidance on 'Assessment' and 'Inclusion' to ensure that teaching meets the needs and abilities of all pupils.

Teachers aim to motivate all pupils and build on their skills, knowledge and understanding, so that they reach the highest level of personal achievement. We seek to establish good working relationships and treat children with kindness and respect. All staff follow school policies on behaviour and the use of control. We have agreed upon expectations that support the Behaviour for Learning Policy with the children and expect everyone to comply with them. We praise children for their efforts and we help to build positive attitudes towards school and learning in general.

When planning work for children with special educational needs or for those who have English as an additional language, we follow the Inclusion and EAL policies and give due regard to information and targets contained in My Support Plans. Teachers modify learning and teaching as appropriate for all children with disabilities.

E.g.:

- Wave 1 – Quality First Teaching
- Wave 2 – Intervention programmes
- Wave 3 – Outside agencies involved.

We ensure that all tasks and activities that the children perform are safe. Before we take children out of school, we follow the procedures laid down in the school's Educational Visits and Health and Safety policies; the venue is visited, risk assessments are completed and permission is obtained from parents and Governors if



necessary. Risk assessments are statutory. In EYFS daily risk assessments are carried out for inside, outside etc.

We deploy Teaching Assistants and other adult helpers effectively. They work with individuals or small groups, and assist class teachers as directed.

Our classrooms are attractive learning environments. Staff follow the Display Guidelines in the staff handbook and ensure that classrooms have developmentally appropriate resources to support learning. Displays are both working walls and celebratory.

Through Performance Management, staff reflect on their strengths and areas for development, and plan their professional development accordingly. We support our staff in continuing professional development.

### **The role of the governors**

The governors delegate day to day decisions in relation to teaching and learning to the Head teacher but review the school's approaches to learning and teaching termly. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure the school's premises are used optimally to support learning and teaching;
- check teaching methods in the light of health and safety regulations;
- ensure that staff development and performance management promote good quality teaching;
- monitor the effectiveness of the school's approaches through self-evaluation, reports from subject governors, Head teacher's reports to governors, and reviews of training attended by staff;
- keep up to date with curriculum developments

### **The role of the parents**

Parents have a fundamental role to play in helping children to learn. We inform parents what and how their children are learning by:

- attend curriculum meetings which outline the curriculum their child will be studying;
- read newsletters;
- attend termly parent's meetings;
- support their child/ren with home learning.

Parents have the responsibility to support their children and the school in implementing school policies. We ask parents the requirements set out in the home-school agreement.

# Assessment, Recording and Reporting

At Staverton CE Primary School we believe that assessment, recording and reporting should:

- Be a tool to enhance learning.
- Offer all pupils an opportunity to show what they know, understand and can do.
- Help pupils to understand what they can do to develop
- Recognise that the National Curriculum and the Foundation Stage do not encompass all learning – that there is a wider curriculum and children's personal, social and emotional development are equally important.
- Be ongoing and part of everyday activities.
- Involve children with their own learning – self-assessment.

Help us to:

- Monitor curriculum planning
- Inform planning for individuals.
- Set clear, focused learning intentions.
- Develop a variety of teaching and learning styles
- Inform parents about their child's progress and important next steps

Assessment is an important tool for helping children make progress in their learning. Assessment not only allows us to identify individual pupil needs but also curricular and whole school areas for development. Assessment, recording and reporting information is used in our school by all staff and governors to identify to priority areas in our school development and improvement plans. Subject Leaders and SENCo utilise assessments to identify areas of concern in their subjects, as do class teachers.

Assessment is an ongoing process and is inherent in all levels of the planning process:

- **Long term planning** – our policies and schemes of work identify a clear progression throughout the school in terms of level descriptors and agreed priorities of what will be assessed in depth.
- **Medium term planning** – identifies clear progression for each class and assessment opportunities.
- **Short term planning** – recognises the range of need/abilities within the class, takes account of prior learning, outlines assessment linked to learning objectives and recognizes that assessment does not need to be planned for all learning.

## How we Assess Pupil's Achievement

- Have clear focused learning intentions that we share with the children.
- Ensure that all pupils know what they have to achieve in the session (success criteria).
- Regularly provide pupils the opportunity to reflect and talk about their learning and progress.
- Use a range of assessment methods – observations, listening, questioning, assessing/annotating of work, specific tasks, problem solving activities and administering tests, scrutiny of work and analysis of assessments.
- Set clear, achievable and measurable targets
- Use assessment to inform planning for individuals, groups, class and school as part of ongoing, daily activities.

In Staverton CE Primary School assessment helps pupils gain confidence as learner by:

- Celebrating what our pupils can do, what they know and what they understand e.g. displays around school, presenting work in assemblies and informing parents by letter and certificate.
- Encouraging pupils to develop positive attitudes towards learning e.g. setting high standards, praise from adults and peers and developing independence.

### **What we assess**

Assessment is diagnostic:

- Diagnostic – focusing on what can and can't be done
- Formative – deciding what must be done next.
- Summative – summing up progress so far and informing others.

### **English**

- Reading is tested three times a year using Cornerstones Reading assessments
- SWST spelling tests are carried out at the start of the new school year and then repeated each term. Weekly spelling tests are carried out in each class.
- KS2 children are tested on the National Curriculum spelling words for their year group 3 x per year.
- Writing is continually assessed and used to inform planning. Children complete 'Prove it' writing tasks at the end of each unit of work in order to demonstrate and apply the learning from the unit. Formal assessment of writing takes place three times a year. Each child is assessed by comparing a bank of their writing against the age related expectations for their year group.
- Speaking and Listening is continually assessed and relevant comments noted on plans.
- Examples of writing have been assessed and are moderated by all teaching staff and contained in the school portfolio of evidence.

### **Maths**

At the end of terms 2, 4 and 6 children complete a White Rose assessment. This includes an arithmetic and reasoning test. Year 6 complete SATs in term 5. Year 2 use past SATs papers to complete their termly assessments. Mental arithmetic is assessed weekly using Testbase.

### **Science**

Science is assessed through end of unit quizzes and essay questions alongside the work that is produced. Quizzes are repeated throughout the year to ensure that knowledge is retained.

### **Foundation Subjects**

History, Geography and Art are assessed through end of unit quizzes and essay questions alongside the work that is produced. Quizzes are repeated throughout the year to ensure that knowledge has been retained. Other foundation subjects are informally assessed by each teacher in order to identify misconceptions and inform planning. Subjects included on the School Development plan are assessed throughout the school for the year under the guidance of the subject coordinator.

## **RE**

RE work is assessed after each RE focus day using a numerical system:

- 1 – Emerging
- 2 – Expected
- 3 – Greater Depth

### **Foundation Stage Profile**

We carry out the Foundation Stage Profile for all Reception children. This evidence is collected on Tapestry (Online Learning Journal), in work books (learning Journal, Literacy and Mathematics) and through teacher assessment. This information is passed on to the next teacher in Year 1.

### **SATs**

At the end of year 2 and 6 the children carry out national assessment tests. Progress of individuals is recorded using our own tracking sheets. Termly meetings are held to discuss pupil progress and agree future targets.

### **Special Educational Needs**

Children who are on our special educational needs register are assessed termly (or more frequently if appropriate) against their My Support Plan targets and informal ongoing assessment is carried out regularly. We have a variety of diagnostic tests in school and the appropriate outside agencies are called in if appropriate.

We use Provision Mapping to meet the needs of groups of children who are in receipt of support which is 'in addition to and different from' the curriculum delivered in the classroom.

### **Evidence of Achievement**

Each child has a Learning Journal, Guided Reading, Maths and RE book which includes a running record of achievements in curriculum subjects. Annual Reports for Parents are produced in July and these include statements regarding each child's progress and future learning targets. Achievement can be identified through our monitoring method of using our tracking system. Data is analysed by our assessment leader and core subject leaders.

Work in books assessed to support Year Group Expectations.

### **Reporting to Parents**

Annual reports are sent home to parents towards the end term 6 (Summer) and targets for future learning are identified.

We hold 3 parent consultation evenings a year (Term 1, Term 3 or 4 and Term 6). The final written report includes (if appropriate) SATs results for that academic year and progress.

## **Pupil Transfer**

We have developed strong links with all our feeder secondary schools. The children participate in induction visits and the year 6 teacher liaises informally with the key secondary teacher and their SENCo (if relevant) on any issues pertaining to the children. Standardised transfer forms are completed and the SEN files are passed on

Data is also received from our feeder Pre-school and is used to ensure the smooth transition into our Early Years class.

## **Using Assessment Information and Results in Evaluating Provision**

In order to improve our school we look at our assessment and test results to see if:

- Our expectations are appropriate for all pupils.
- We are making progress in relation to our baseline.
- There is variation in the performance of different groups of pupils e.g. boys/girls, SEN children, more able pupils, forces children, pupil premium
- Some classes are performing differently
- There are variations in performance in different curricular areas.
- Our pupils perform as well as pupils in similar schools.
- There are any year-on-year trends.

Having looked at our results we:

- Respond to any finding by addressing issues raised.
- Produce action plans.
- Ensure that the school development and improvement plans reflect our findings.
- Continually monitor and self-assess.
- Ultimately we make changes so that our children continue to make progress in their learning.

# Homework

## Rationale

Homework is important at all stages in a child's education and when used properly, it extends the challenge open to the pupil and ensures that teaching time is used to maximise effect. Homework makes a significant contribution to the development of independent learning.

Homework refers to any work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers. This work will be marked where appropriate.

## Aims of structured Homework

- To extend and support children's learning opportunities via reinforcement and revision.
- To provide opportunities for parents, pupils and teachers to work in partnership.
- To ensure parents/carers have a clear understanding about expectations of themselves and their children.
- To provide opportunities for parents and pupils to work together to enjoy learning experiences and to exploit resources for learning of all kinds at home.
- To encourage the development of positive attitudes towards learning among children.
- To equip the pupils, with the self-discipline needed to study on their own, and to prepare them for the increased demands of secondary school homework.

## Homework Procedures

At the beginning of each term, a homework menu outlining all homework for the term is sent home. Children usually have two weeks to a homework task and can choose between three options of varying difficulty. Each task is worth a different number of house points which are awarded for successfully completing the task. Copies of the homework menus for each class and stored on class web pages. Teachers may also set a longer homework that lasts for the duration of the term.

## Monitoring Homework

The school is committed to setting regular homework appropriate to the age, needs and experiences of the child. In turn we ask parents to support their children's learning at home. Each class teacher completes the marking section of the homework menu and includes any necessary comments and the number of house points awarded. This helps to monitor children's attitudes and achievement and helps inform discussions with parents at open evenings.

## Conclusion

This policy and guidance forms an integral part of the School Improvement Plan, and promotes our Equalities Scheme. It will be monitored and reviewed by staff and governors to ensure it is effective, workable and continues to meet both statutory requirements and the needs of our pupils.

Maths - weekly

Term	Week	Date-	Focus-	Arithmetic Test-	Times Table Focus-	
Working above ARE		Working at ARE		Working Below ARE	PP	SEN
		Names here      Names here				
<b>Monday</b>						
<b>Starter</b> - Oral starter, refer back to previous learning or TT focus.		<b>Share LO, Why and Toolkit</b>		<b>Input and Questioning- Plenaries and Chunking</b>		
LO	LO.	Q. Q.				
<b>Resources-</b>						

English – Medium term plan

English Medium-Term plan

Class:	Term:	Core Text:		
<b>Writing Outcome</b>	<b>Purpose and Audience</b>	<b>Key features to be taught/revised</b>	<b>Grammar and punctuation</b>	<b>Opportunities for GD</b>
<b>Cross-curricular writing</b>				


## English - weekly

Class:	Term:	WB:	Week: of 3
--------	-------	-----	------------

Unit Overview	Prove it writing outcome:
Core Text:	Short Burst writing outcomes:
Companion Texts:	Objectives for unit:
<b>Weekly Opportunities for key skills to be taught</b>	
Text Talk:	
GPS Skills:	
Planning Skills:	
Vocabulary Skills:	
Editing Skills:	
Publishing Skills:	

Days	Starter	Objectives	Teacher Input	Activities		
Mon	Response to marking time	Focus skill:	<i>Outline of teacher input</i>	You do:		
		Objective:			<i>I do/We do: Modelled or shared writing elements</i>	
		Title:				Differentiation tasks:
		NC link:				
		<b>Success Criteria</b>				
	1.					
	2.					
		3.				
	TA focus:					
	Teacher focus:					
	Plenary:					

## Unit Overview

 <b>Unit Overview</b> Question:			
National Curriculum Coverage	Lesson Series ( <i>Between 9 – 11 lessons</i> )		Vocabulary ( <i>10 Max</i> )
<b>Enrichment Opportunities/ Home-School links</b>	<b>Links to...</b>	<b>Prior Knowledge/ experience</b>	<b>Future learning where this knowledge can be consolidated</b>
	<b>Subject Themes</b>		



# Medium Term Planning

Believe. Achieve. Succeed.

Medium Term Plan 2020-2021



Science and Foundation subjects

	Week 1 - WB: 1.9.20 (4 Days 2x TD Days)	Week 2 - WB: 7.9.20	Week 3 - WB: 14.9.20	Week 4 - WB: 21.9.20	Week 5 - WB: 28.9.20	Week 6 - WB: 5.10.20	Week 7 - WB: 12.10.20	Week 8 - WB: 19.10.20 (3 Days)
Science								
History								
Geography								
Art								