



Springfield Primary
School

Learning,
Teaching &
Curriculum Policy

Curriculum Statement

The curriculum at Springfield Primary School has been designed to reflect the unique and diverse population of this school and acknowledges the wide variety of experiences and prior knowledge that our pupils arrive with. It is a broad and balanced curriculum that enriches the lives of its pupils, but with a clear focus on English and Maths. The school has adopted a Mastery approach in order that children acquire a deeper knowledge and understanding.

It is important that our pupils acquire the knowledge required as this will spark and embeds the application of the necessary skills that make children successful learners.

Knowledge and skills are intrinsically linked and so we have developed a cross- curricular approach.

The curriculum planned is relevant and meaningful with experiences that enhance children's knowledge and understanding. We aim to support the children in gaining Children will gain the skills necessary to communicate in a variety of ways and in a variety of situations. The school community works in partnership with Parents and Governors in order to achieve the best outcomes for all the children

The Early Years Foundation Stage (EYFS) curriculum is threaded through all areas of provision and is tailored specifically to meet the needs of our youngest pupils. This provides a solid foundation upon which the rest of the school curriculum is built.

Each subject has a whole school overview (EYFS -Y6), which details the knowledge that is taught and the progression of skills throughout school.

Each class has a whole year overview of what will be taught in each subject throughout the year, showing the cross curricular links.

These overviews clearly detail what children will learn and how.

The curriculum at Springfield will:

- set high quality and challenging learning opportunities
- develop more independent learning opportunities
- develop questioning skills that moves learning on
- be relevant for the children
- develop lifelong learning skills
- be delivered through good and outstanding teaching.
- have a focus on talk for writing, structured talk frames and talk partners to develop a wide range of communication skills
- support children's understanding of their role in the local, national and global community

We believe that children learn best when they:

- know what they are learning and why they are learning it
- are set clear expectations
- are challenged
- are in a stimulating environment
- are valued, praised and encouraged
- feel happy, safe and secure
- know they can learn from mistakes
- learning is planned appropriately
- parents support their learning

Assessment

- Assessment for Learning (AfL) will be used
- It is expected that planning will be adjusted in light of assessment
- Learning is moved on through marking that indicates the next step
- Children's learning will be assessed at key data points set internally by school □
Statutory assessments are carried out in line with DfE guidelines.

Moderation

Moderation for all phases will take place regularly in school as well as through the Triad Learning Community/ Sheaf Co-operative Learning Trust. In addition, the school will follow Local Authority recommended programmes. There will be occasions when the school is moderated by Local Authority Officers.

New Arrivals Procedure

New arrivals are children who are new to the country and new to English. Children who are new to English will be assessed. Provision will be planned accordingly.

Curriculum Planning

- Long term planning matrix
- a half term overview is produced with skills and content is identified
- there is a consistent format for Literacy and Numeracy
- I am Learning/Success Criteria/ Talk Frames/Target Children/ Additional
- Adults are included on plans

Effective Teaching and Learning Strategies

The Rosenshine Principles (2012) provide an effective base to build effective curriculum design:

What	How
Retrieval, recall, Practise, revisiting	Begin lessons with a short review of previous learning.
Managing cognitive overload	Present new material in small steps. Teach each step until mastered before moving on.
Check understanding and enable deeper thinking	Asking questions and provide opportunities for pupils to talk and explain their thinking.
Provide models	Working walls, WAGOLL, demonstrate
Guide pupil practice	Use analogies, build on schemas, using teaching assistants effectively. Kagan cooperative learning strategies, WAGOLL, success criteria, assessment grids
Check for understanding	Assessment for learning strategies, partner work or deeper understanding by providing explanations.
Obtain a high success rate	check for understanding and Identify common misconceptions of the unit of work and address misconceptions. Move on when success rate is high and provide interventions where needed.
Provide scaffolds	model, WAGOLLs, knowledge organisers, vocabulary mats, demonstrations. Use scaffolds then remove for independent practice. Teachers provide models by thinking aloud to explain their thinking.
Require and monitor independent practice.	Self-assessment grids, success criteria and small step targets to support. Practice skills so that they become automatic. Provide feedback to support the learning process
Engage students in reviews of learning	Class feedback, verbal and written marking.

Teaching styles and organisation is ongoing.

- Grouping.
- Modelling
- Share Heritage Language.
- Key Vocabulary.
- Talk.
- Questioning

NON-NEGOTIABLES FOR LEARNING & LEARNING ENVIRONMENT

TEACHING & LEARNING	LEARNING ENVIRONMENT <i>supporting children in their learning and progress</i>
<p>Shared and displayed learning objectives – I am learning... <i>so children know what they are learning referred to at the beginning, throughout the lesson and at the end</i></p>	<p>Learning walls: <i>Literacy- yellow Maths- Green High quality examples of learning at Age Related Expectations on display Children are encouraged to use the walls- take things down, return when finished etc. Well organised resources to support children are on display eg: connective mats, punctuation pyramids etc</i></p>
<p>Shared and displayed Success Criteria – <i>this helps children know they have achieved the I am learning and supports self and peer assessment – it can be co-constructed or given</i></p>	<p>Spellings/ Phonics <i>High frequency/ tricky words/ Spelling patterns as appropriate The environment will reflect the importance of phonics. Resources within the Early Years and KS1 classrooms will support and reinforce phonics skills.</i></p>
<p>Writing in all areas of curriculum <i>has high expectations, relates to individual writing targets, shows an awareness of the audience</i></p>	<p>Reading <i>An inviting / cosy area to encourage reading</i></p>
<p>We have high expectations <i>Teach to the top</i></p>	<p>Reading Books <i>Those used for Guided session will be available in familiar reading provision for children to revisit and practise skills taught. Early Reading books are matched to phonic phases.</i></p>
<p>We deliver lessons with pace <i>that moves learning on</i></p>	<p>Visual /Physical resources <i>including visual timetables for the class as well as individual children if required. Resources to include vocabulary, pictures and physical objects displayed to support current learning across all areas of the curriculum. Children to be able to access to resources and know how to use them First Hand experiences to be used to enhance abstract concepts whenever possible</i></p>
<p>Use of Talk Frames <i>leading to more complex writing</i></p>	
<p>Use of Response Partners <i>Kagan Strategies</i></p>	
<p>Opportunity for to respond to comments in marking <i>Green Pen work/ edit and improve work</i></p>	
<p>Literacy embedded through cross- curricular learning</p>	<p>Opportunities to extend language <i>Talk Frames used in teaching and displayed</i></p>
<p>Consistent format for English, Guided Reading & Maths plans</p>	
<p>National Curriculum to form the basis of planning, <i>including the national framework to deliver high quality discrete systematic phonics lessons at appropriate stages in Foundation Stage/Y1/ Y2. Children in KS2 who are behind expected levels in reading will be assessed and targeted intervention will be identified to meet their needs.</i></p>	<p>Diverse global community <i>reflected in dual and multi-language displays, drawer labels, books and photographs</i></p>
<p>Reading <i>All children from REC – Y6 will be in a Guided Reading group and will receive a minimum of one guided reading lesson each week. Daily story time</i></p>	<p>FS/KS1 <i>displays that have signs and labels that can be read by young, small children</i></p>
<p>Homework <i>Spellings, reading and Maths to be sent home weekly. Other tasks as set in the Homework grid to be sent out each half term.</i></p>	<p>High Quality Displays <i>Reflecting all areas of the curriculum.</i></p>

