



Springfield Primary
School

Learning,
Teaching &
Curriculum Policy

May 2017

Learning, Teaching & Curriculum Policy

Springfield Aim

Increase the Quality of Teaching across school to GOOD and better and accelerate progress of pupils in Reading, Writing and Maths

School Improvement Priorities

- set high quality and challenging learning opportunities
- develop more independent learning opportunities with time for reflection and improvement
- develop questioning skills that moves learning on
- increase overall attendance figures

The curriculum for Springfield School has been devised in order to meet the requirements of the National Curriculum as of September 2014. It is relevant to our school and the local community that we serve. It is a creative curriculum that has been personalised by our 'Curriculum Drivers'; aspects of learning that are vital for the children of Springfield.

Curriculum Drivers:

To provide children from Springfield with the opportunities to

- have 'hands on' real life experiences
- be effective communicators
- be successful
- be members of our community

The Curriculum:

- is based on Good and Outstanding teaching
- is inspired by and for the children
- develops lifelong learning skills
- is cross curricular, with a clear focus on talk for writing, structured talk frames and talk partners to develop a wide range of writing
- promotes multiple intelligences
- supports children's understanding of their role in the local, national and global community
- builds on skills and concepts as well as knowledge

We believe that children learn best when they:

- know what they are learning and why they are learning
- are set clear expectations and success criteria
- are challenged
- are in a stimulating environment
- are valued, praised and encouraged
- feel happy, safe and secure
- they know they can learn from mistakes
- parents support their learning
- resources are easy to access and relevant

Curriculum Planning

- Long term planning matrix
- a half term overview is produced with skills and content 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

Assessment for Learning including Marking

- It is expected that planning will be adjusted in light of Assessment
- Planning will be annotated
- Children need to know their end of year expectation
- Springfield implemented the Sheffield School Tracking and Assessment Tool (STAT) from September 2014. This requires all children to have individual records for Reading, Writing, Maths and Spelling, Punctuation and Grammar (SPAG).
- Statutory assessments are carried out in line with DfE guidelines.

See Marking Policy- attached

- Appendix 1 Assessment Procedures
- Appendix 2 Non negotiables devised and agreed by staff

Reviewed May 2017

To be reviewed annually.

Assessment Procedures

Class Profiles

From Reception to Y6, class profiles are kept to identify the needs of all children and support the complex analysis of progress for different children and groups across school.

Target Children

These are identified through Pupil Progress and Attainment Reviews and data analysis. Provision for these children is allocated during the review meetings.

Foundation Stage and Key Stage 1 Assessment Procedures.

Ages & Stages will be used to assess all children, including those with SEND.

On entry to Nursery: children will be assessed using Ages and Stages.

Nursery children will be monitored through the year for progress using Ages and Stages

End of Nursery: Ages and Stages data will be moderated and transferred to the Reception provision..

On entry to Reception: Typical behaviours at Ages & Stages from Nursery data is used together with school on entry assessments. These assessments are generally carried within the first three weeks of a child starting school.

Tracker+ is used to track progress over the Foundation Stage and is updated in line with school and Local Authority deadlines.

Key Stage 1: In the Autumn Term of Y1, if it is necessary children will continue to be assessed using Ages & Stages.

Any child in Y1 that has not completed the Early Learning Goals by Spring 2 will be discussed with Inclusion Leader/ SENCO in order to decide next steps.

There will be ongoing assessments for all children that are updated each half term on the school tracking tool. Progress and attainment will be monitored using the tracker and evidence of judgments will be discussed in half termly Pupil Progress and Attainment Reviews (PARS). At this point, any required intervention will be established.

At the end of the school year all statutory data is submitted to the DfE in line government guidance.

Children who are new to English will be assessed using SS levels for Reading, Writing and Maths until they are at the required stage to be assessed using the National Curriculum criteria.

Key Stage 2:

There will be on going assessment using STAT grids.
Assessments will be updated each half term on Tracker+.

Progress and attainment will be monitored using the tracker and evidence of judgments will be discussed in half termly Pupil Attainment Reviews (PARS). At this point, any required intervention will be established.

Children who are new to English will be assessed using SS levels for Reading, Writing and Maths until they are at the required stage to be assessed using the National Curriculum criteria.

Y6: At the end of Y6, children will sit their SATs tests which are externally marked and all data will be submitted to the DfE in line with government guidelines.

Moderation

Moderation for all phases will take place regularly in school as well as through the Triad. 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.

Week 1/2	On arrival First Encounters At end of week1 if teacher wants to speak to parent with Muna's support about routines and how children have settled etc.	Relevant advanced lesson prep this will depend on individual needs. Eg Some children go into Foundation Stage for 'hands on experiences'.
Week 2/3	Academic Assessment with Muna.	In terms of New to English on entry assessment needs to be SS levels. Any child that is new to English will be recorded on data for trackers as S1 or S2. In some cases they may even be pre S levels depending on previous experiences.
Week 4	In response to assessment outcomes class teacher referral eg Possible beginning of survival programme or other interventions. eg letters and sounds, additional literacy support,	

Teaching styles and organisation is ongoing.

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

Reading: Reading assessment carried out followed by appropriate books sent home from week 3.

Appendix 2

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 Reading Team displayed and record of children’s reading for the weekly trophy</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.</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</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 displayed</i></p>
<p>Consistent format for Literacy , Guided Reading & Maths plans</p>	
<p>National Curriculum (Sept 2014) 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 struggling with reading will be assessed and targeted depending on need.</i></p>	<p>Diverse global community <i>reflected in dual and multi-language displays, drawer labels, books and photographs</i></p>
<p>Lessons to include VAK aspects of learning</p>	
<p>Guided Reading <i>All children from REC – Y6 will be in a GR group and will receive a minimum of one guided reading lesson each week.</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 Mental Maths to be sent home weekly. Other tasks as set in the Homework grid to be sent out each half term.</i></p>	<p>Celebration Board <i>From all areas of the curriculum. Can be in shared areas also</i></p>