



Springfield Primary
School
Curriculum Policy

September
2018

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 sparks 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, with 'curriculum drivers' that underpin all teaching.

These drivers are:

Community and Real Life Experience: The curriculum planned is relevant and meaningful with experiences that enhance children's knowledge and understanding.

Effective and Respectful Communicators: Children will gain the skills necessary to communicate in a variety of ways and in a variety of situations.

Achieving Success Together: The school community working together, 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 (Y1-Y6), which details the knowledge, alongside the skills (where relevant) that are taught and shows the progression 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.

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

Assessment Procedures

Statutory Assessment

All statutory assessments are carried out in line with DfE requirements and all data is submitted to the DfE in line government guidance.

EYFS: Pupils are assessed against the national Early Learning Goals at the end of Reception.

Y1: Pupils are assessed in the Phonics Test.

KS1: Pupils are assessed against the national expected standards at the end of Y2.

KS2: Pupils are assessed against the national expected standards at the end of Y6.

Tracker+

Tracker+ is used to analyse whole school data. In order to track attainment and progress of pupils, Development Matters (Ages & Stages) will be used in EYFS and in Y1-Y6, STAT Steps are used.

There is on-going assessment for all children that is updated each half term on Tracker+. Evidence of judgments will be discussed in half termly Pupil Progress and Attainment Reviews (PARS). At this point, any required intervention will be established.

Target Children

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

Contexts Sheets

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

Foundation Stage and Key Stage 1.

On entry to Nursery: Development Matters (Ages & Stages) will be used to assess all children, including those with SEND. Children are monitored throughout the year. At the end of Nursery, children's data will be moderated and transferred to the Reception provision.

On entry to Reception: Typical behaviours using Development Matters (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.

Key Stage 1: On entry to KS1, the children are allocated the relevant STAT step that equates to the end of EYFS outcomes.

Key Stage 2:

Attainment and progress continue to be monitored using STAT Steps.

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</i> <i>High quality examples of learning at Age Related Expectations on display</i> <i>Children are encouraged to use the walls- take things down, return when finished etc.</i> <i>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.</i></p>
<p>We deliver lessons with pace <i>that moves learning on</i></p>	<p>Visual /Physical resources i<i>ncluding visual timetables for the class as well as individual children if required..</i> <i>Resources to include vocabulary, pictures and physical objects displayed to support current learning across all areas of the curriculum.</i> <i>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 displayed</i></p>
<p>Consistent format for Literacy , 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 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>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.</i> <i>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>