

Curriculum Overview

Reading Policy

At The Parks Primary Academy, we endeavour to ensure our early learners develop into lifelong learners. At The Parks Primary Academy, we believe that as well as bringing enjoyment and advancing learning, reading is an essential skill. Our purpose is to ensure all pupils make good or better progress in reading.

Assessment

Teachers assess their pupils every half term using the Sheffield STAT and Educater and use this to group the children into guided reading groups and phonics groups. These groups use texts that are at their instructional level.

Weekly teachers use the Gaps in Learning document from Educater to support formatively

After the follow up questions, children self or peer assesses against the learning objective and success criteria, with a focus on the academy 5Rs.

Assessments are moderated at different intervals:

Weekly: through identification on the RAG document

half termly by another member of staff who is 'buddied' with them.

termly by the cluster schools or whole staff.

groups of children as well as children causing concern are moderated at different points within the moderation cycle.

Teaching and Learning

In KS1 the 'reading squad' support in the classrooms to ensure guided reading is more frequent with a focus on fluency, strategies for reading and inference.

Guided Reading sessions follow an agreed format: pre-reading activity; guided activity; post-reading activity; comprehension; free read/phonics/ cloze activities

Reciprocal Reading strategies are also used.

Teachers plan clearly structured sequences of work which interest and motivate pupils and which:

start with a clear learning objective, taken from the 'Essentials' curriculum, understood by all pupils

have learners working at their instructional level.

promote active and independent learning that enables pupils to think for themselves and to plan, manage and assess their own learning.

A range of question types are to be used for follow up questions, in line with the format of SATs questions: circle the correct answer, tick the word/ correct box, draw lines to join, word replacement, find and copy a word which suggests..., explain the effect of the language

In KS2 the whole class big read approach is adopted. The guided reading session is based on the class read which is linked to topic. The focus is on taught sessions with a minimum of 4 taught sessions and 3 written response sessions per week. The focus of the session are deeper level questions with challenge that elicits inference and authorial intent with a strong focus on vocabulary enrichment.

Learners have access to more challenging texts through the Whole Class Read, with a focus on 1d, or 2d question dependant on the key stage.

All marking is carried out in accordance with the marking and feedback policy.

Basic skills are addressed in the marking, as grammar, punctuation and spelling (GPS) is a focus for the academy

Writing Policy

At The Parks Primary Academy, we endeavour to ensure our early learners develop into lifelong learners. At The Parks Primary Academy, we believe that as well as bringing enjoyment and advancing learning, writing is an essential skill. Our purpose is to ensure all pupils make good or better progress in writing.

Assessment

Teachers will, every half term, use the Sheffield STAT assessment grids to assess pupils Maths and identify clear ways forward.

Assessments are moderated at different intervals:

Weekly for some children by identification of the weekly RAG

Half termly by another member of staff.

Termly by the cluster academies or whole staff.

Groups of children as well as children causing concern are moderated at different points within the moderation cycle.

Teaching and Learning

All classes to follow a 8 day cycle of literacy based around a chosen genre.

The 8 day cycle follows:

Day 1 – Cold write

Day 2 – WAGOLL and questions based on the writing type

Day 3 – GPS Improvement session

Day 4 – GPS Improvement session

Day 5 – Warm write

Day 6 – GPS Improvement session

Day 7 - GPS Improvement session

Day 8 – Hot write

The 8 day cycle runs Monday to Thursday. On a Friday each week the children complete and extended write,

Same Day Intervention is utilised in the GPS Improvement sessions. The session is broken up into 2 sessions.

At the end of the session, the teacher should have made appropriate formative assessments, which will enable the teacher to provide extra support for pupils who require it before the second session.

Teacher marks any work which hasn't already been self-marked

Creates the groups for the same day intervention:

SDIB (Same Day Intervention Bronze)

ATS - Achieved Target Silver (Age related Fluency/Skills practice)

ATG – Achieved Target Gold (Age related Greater Depth)

A cold write is a piece of independent work undertaken at the beginning of the first week. This will be marked in depth by the teacher

All marking of writing should be done in conjunction with the school's marking and feedback policy.

- The grammar sessions incorporated into the cycle will be focussed upon the genre of text the children are learning and the expectations of the year group.

Maths Policy

Rationale

At the academy we endeavour to ensure our early learners develop into lifelong learners. We strive to provide a safe, secure and stimulating environment where children become inquisitive problem solvers, efficient calculators and methodical thinkers who are well placed to meet the demands of the modern world.

Purpose

At The Parks, we believe that people learn best in different ways. At the academy we provide a rich and varied learning environment to ensure all pupils make at least good progress. Maths is an essential skill for leading a happy, healthy and full life. **Assessment** Teachers will, every half term, use the Sheffield STAT assessment grids to assess pupils Maths and identify clear ways forward.

- ☑ Assessments are moderated at different intervals:
- ☑ Weekly for some children by identification of the weekly RAG
- ☑ Half termly by another member of staff who is 'buddied' with them.
- ☑ Termly by the cluster academies or whole staff.
- ☑ Groups of children as well as children causing concern are moderated at different points within the moderation cycle.

Teaching and Learning

- ☑ Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range.
- ☑ Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
 - ☑ Have a defined set of criteria for success, taken from 'STAT' document and the Gap analysis report
 - ☑ Have learners working at their instructional level.
 - ☑ employ interactive teaching methods and collaborative group work, especially the use of the TALK project.
 - ☑ Promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning.
 - ☑ Ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age.
 - ☑ ICT is used effectively to deepen understanding
 - ☑ Presentation of learners work is of a highest standard.
 - ☑ Uses 'Assessment As Learning' strategies within the lesson to ensure learning is taking place.
 - ☑ Uses higher level questioning based on Bloom's Taxonomy to deepen understanding.
 - ☑ Encourages children to mark almost all of their closed number work
 - ☑ Focuses on reasoning and the skills of using and applying

Lesson Structure

- ☑ Teachers will follow the Same Day Intervention Maths format with the following alterations:
 - ☑ The lesson will be facilitated over two sessions each day

The Parks Primary Academy Creative Curriculum Policy Autumn 2016

Person currently responsible for subject: Deep experience – Mike McGrath
Introduction

The Creative Curriculum makes learning motivational and successful for all involved. It is a skills-based approach to the curriculum rather than contents-based. The Creative Curriculum creates contexts for learning, whilst covering all programmes of study in the new National Curriculum. Thus, the Creative Curriculum allows not only for pupils to achieve subject specific skills, but to develop key skills for learning in; communication, application of Maths, Information Technology, working with others, improving their own learning and performance and problem solving. In addition, enterprise, possibilities and basic skills are drivers which run throughout the Creative Curriculum.

Rationale:

The Creative Curriculum is reviewed regularly to ensure it is providing our children with the key skills and opportunities to develop independent learning and widen their knowledge and understanding of the world around them. Each class teacher is responsible for the delivery of the curriculum taking objectives from the Chris Quigley Essential Milestones.

Aims and Expectations

The Creative Curriculum aims are to:

- ☑ Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context.
- ☑ Help learners become more independent and take greater ownership of their learning; developing children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- ☑ Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account whilst embedding Maths and English basic skills with a particular focus on writing.
- ☑ Develop social skills and encourage children to become more active citizens within the school community and beyond.
- ☑ Enable the communication of knowledge and feelings through various art forms including art/craft, music and drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- ☑ Help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.

- ☑ Give children greater opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- ☑ Develop the use of ICT across the curriculum.
- ☑ Develop learners enquiring minds and scientific approaches to problems.
- ☑ Incorporate Parent Partnership days to promote enterprising skills termly.

Teaching and Learning, planning and organisation:

- ☑ Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
 - start with a clear learning objective, taken from the 'Essentials' curriculum, understood by all pupils
 - has clear differentiated outcomes
 - has a defined set of criteria for success, taken from 'STAT' document for English and Mathematics and the 'Essentials' curriculum for the foundation subjects
 - ensure learners are not sat listening to teacher inputs for significant periods of time
 - employ interactive teaching methods and collaborative group work, especially the use of the TALK project.
 - has learners working at their instructional level.
 - Teachers will facilitate modelled/guided sessions. On the teacher modelled piece the focus may be written in a different colour to the rest of the text
 - promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning.
 - ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age.
 - ICT is used effectively to deepen understanding
 - presentation of learners work is of a highest standard.
 - uses 'Assessment As Learning' strategies within the lesson to ensure learning is taking place.
- ☑ Whole class teaching involves the use of open ended probing questions, visual stimuli and a variety of Cooperative Learning techniques;
- ☑ The learning environment is well organised, attractive, stimulating and positive.
- ☑ Children experience a variety of learning situations, both indoors and outdoors.
- ☑ Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience.
- ☑ Expectations are high.
- ☑ Children have the opportunity to work independently, in pairs or as groups.
- ☑ Children are supported to be able to assess their own learning and the learning of others.
- ☑ Children receive feedback that helps them to identify what they need to do next.
- ☑ Children know what it is they are going to learn and lessons are scaffolded to encourage their natural enquiry.

- ☑ Trips and visitors are organised to further understanding.
- ☑ Possible trips, key texts for the term and dates for monitoring and Parent Partnership days are also noted on the context for learning.

- ☑ Classrooms and corridors are developed to ensure the learning environment suits the current topic, through creation of effective role-plays and independent learning opportunities.

Assessment and Record Keeping

- ☑ Class teachers assess and record attainment and progress of the core subjects, (see Assessment Policy).
- ☑ Topic books provide evidence of subjects taught and progress within the topics can be reviewed.
- ☑ Topic books show progress and celebrate achievements (see appendix 1) and are monitored regularly to ensure consistency in standards.
- ☑ Each half term/term (dependant on the length of the topic) children are assessed in the foundation subjects using Chris Quigley's Key Skills levelling criteria. Children who are working below, at and above expectations are noted. This information is shared with the relevant subject co-ordinators who collect evidence; planning, assessment data, photographs, and work from year groups to compile a portfolio that allows them to assess how well their subject is being delivered.

Monitoring and Evaluation

The Creative Curriculum Leaders are responsible for monitoring and reviewing the Creative Curriculum on a termly basis, based on non-negotiables (See appendix 1) agreed with staff, through:-

- ☑ regular formal and informal discussions with staff
- ☑ regular observations of lessons
- ☑ regular scrutiny of children's work
- ☑ monitoring displays and the development of learning environments.
- ☑ monitoring planning to ensure curriculum coverage
- ☑ speaking with the children about their learning.

Communication

Governors (EAB members) are kept informed of developments and priorities. Parents and carers are kept informed of developments, through regular Newsletters, assemblies, Parent Partnership days and end of year reports.

Health and safety

See Health and Safety Policy.

Risk assessments and Evolves are carried out for every visit offsite and the equipment used in school has been checked and approved.

Appendix 1:**Non negotiables for curriculum books**

- ☑ One double page spread must be covered over 2 weeks in the curriculum books
- ☑ KS1 create a modelled class collective book
- ☑ All evidence must go into the books, draft pieces underneath and final pieces on the top
- ☑ All draft pieces of work must be marked
- ☑ Books must be creative and well presented
- ☑ PE is excluded from evidence in the books
- ☑ RE / PHSE /British Values will be blocked and will be taught over 1 or 2 day each half term and placed in the back of the curriculum book.
- ☑ A new book must be started for each topic
- ☑ Each week the books must include:
 - At least one Inference question – 2d question
 - At least one piece of extended writing
 - At least one problem solving activity
 - Foundation subjects should be taught – most weeks will involve 1 science + 2 others
 - Where an enterprise opportunity fits, try to include it
 - Strong links between the themes