

Curriculum 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, basic skills are essential.

Our purpose is to ensure all pupils make good or better progress.

Reading Policy

Non Negotiables:

Whole class reading strategy

- All Academies will use the set texts provided.
- Texts will last for the term.
- This is a statutory session which is delivered daily.
- The session will be 40-45 minutes as a minimum (Children in KS1 will also have an additional 20 minutes of reading a book at their own reading level to develop their decoding and fluency)
- All reading sessions will have a clear objective-link to NC and/or content domain.
- Slides will be used as a starting point for a lesson/series of lessons.
- Sessions should follow the structure of pre-clarify, 'reading three ways', post-clarify. (See below) Session should also include modelling of answers.
- Pre clarifying of words happens so that the children can understand words, which are going to appear in the text, they are reading in context.
- Reading 3 ways can include teacher led, independent reading, sentence tennis, audiobooks.
- Post clarify happens when the children state words that they have not understood during reading that have not already been clarified.
- Pre and post clarify displays should be apparent in all classrooms.
- One session per week (more in Y2 and Y6 if needed) should focus on the 'We do, You do' style of teaching, which follows the process of a modelled answer followed by an independent answer.
- 'Vocab Ninja' word of the day should be displayed and changed daily in classrooms.
- Teachers will differentiate accordingly.
- Teachers will ensure questions are linked to domain type and layer to promote 'depth' in response where possible.

- Objectives and/or key questions will be posed prior to reading so that children have a 'purpose' to read and are active during reading sessions-not passive. Teachers will encourage text marking where possible or use of note taking on whiteboards/post-its.
- Teachers will facilitate opportunities for high quality discussion in pairs/groups.
- Marking and feedback should further develop the skill/s covered within the session and will be in line with Academy policy.
- Questions should be listed in lower cased lettered form e.g. a, b, c
- Pictures of the class novel should be in the top right corner of the worksheet
- Marking should be on the children's written work and not on the worksheet.
- Correct answers should have a clear green swi~~p~~e through the letter, incorrect answers a clear green dot to the left of the letter.
- Incorrect learning objectives should have a green dot to the left of it. Correct learning objectives should have a clear swi~~p~~e through the letters LO.
- Each individual question should have its content domain stated in brackets e.g. What year was the Eiffel Tower built? (2b)
- In line with the Writing Policy, spelling, grammar and punctuation mistakes should be addressed where necessary.
- Teachers will provide opportunities for 'cold' reading tasks where children can answer questions drawn from multiple content domains to apply their skills-this should be applied across the curriculum and to similar texts to those studied at least once per week.
- Teachers will plan for opportunities within the book to introduce poetry and non-fiction to ensure that children are receiving a broad, balanced reading diet.
- Teachers need to identify children who are working below or well below ARE who will need support IN ADDITION to this session for fluency and decoding.
- All year groups will have reading response books. There should be 4 pieces of written response per week. (independent/guided/ formal test style responses/ informal jottings and text marking)

Academies may wish to timetable additional reading sessions to meet the needs of their pupils. These may include opportunities for:

- Speed reading.
- Test practice
- Decoding and phonics
- Cold comprehension tasks to inform future planning
- Direct vocabulary instruction

- Pre- reading
- Reading for pleasure

Writing Policy

Assessment

Teachers will, every half term, use the RAF ITAF to assess pupils writing 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 academics 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 10 -day cycle of literacy based around a chosen genre.
- The 10 day cycle follows:
- Day 1 – Explore model text/s, create class 'toolkit'
- Day 2 – Model Text and questions based on the genre
- Day 3 – GPS Improvement Session
- Day 4 – GPS Improvement Session
- Day 5 – GPS Improvement Session
- Day 6 – Vocabulary
- Day 7 – Guided Innovation Session
- Day 8 – Guided Innovation Session
- Day 9 – Guided Innovation Session
- Day 10 – Extended Write

- The Talk for Writing strategy is utilised throughout the Writing Cycle to allow the children to dissect and understand a model text.
- Guided Innovation Session are used to model authorial intent.
- Same Day Intervention is utilised in the GPS Improvement sessions. The session is broken up into 2 sessions. At the end of the first 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 and 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)
- 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

Following the introduction of the new National Curriculum in 2014 the emphasis has been to ensure that all children:

- Become FLUENT
- REASON and EXPLAIN mathematically
- Can SOLVE PROBLEMS

This means that children need to be regularly exposed to opportunities involving increasingly complex problem solving which allows them to apply their Maths knowledge. In doing so, they should be encouraged to develop an argument and line of enquiry which they can prove and justify using mathematical vocabulary. This includes the ability to break down problems, both routine and non-routine, into a series of steps.

We want to teach Maths in a way that:

- Delivers Maths in line with new National Curriculum guidelines
- Ensures the delivery of Maths is filled with cross curricular opportunities
- Develops mental strategies
- Ensure pupils are fluent in their times tables and can apply this knowledge

- Encourages children to use mathematical vocabulary to reason and explain, including partner work to show much deeper understanding
- Challenges children to stretch themselves and take risks in their learning
- Ensures children in Key Stage 1 are secure in their understanding of number and number relationships

Teaching and learning of maths

The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. The questioning and scaffolding individual pupils receive in class as they work through problems will differ and pupils who grasp concepts rapidly are challenged through more demanding problems which deepen their knowledge further.

Practise and consolidation play a central role to mathematics learning. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.

Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

Teachers use the CPA approach (concrete, pictorial, abstract) to ensure that concepts are modelled to pupils using multiple representations. This ensures that procedural and conceptual understanding are developed simultaneously.

Pupils are seated in mixed ability groups as we believe that all pupils can attain highly in mathematics and every pupil will have different strengths and development areas. Therefore, groupings within classes are flexible and pupils will work in different groups dependent on their need.

FS1/2- Daily maths session- teacher led, plus in continuous provision

KS1:

- 9.05 – 9.45 Maths
- 9.45 – 10.00 –Break. Teachers mark/ assess ready for the next session
- 10.00 – 10.20 Same Day intervention (Bronze, Silver, Gold challenge)

KS2:

- 9.05 – 9.45 Maths
- 9.45 – 10.00 Break- Teachers mark/ assess ready for the next session
- 10.00 – 10.20 Same Day Intervention (Bronze, Silver, Gold challenge)

Maths will also be taught cross curricular in the afternoon on occasions

PLANNING

Each class teacher is responsible for the teaching of mathematics in their class. The following resources are an example of what is used to assist teachers with their planning:

- White Rose Maths hub - overview for Medium term planning
- NCETM website and resources
- NRICH resources
- Test Base resources

Same day intervention (SDI)

At The Parks Academy, we use Same Day intervention as a strategy for teaching and learning in Mathematics.

The first session is led by the teacher to introduce new learning or to rehearse a skill or a strategy. This is then followed by a '5 questions' task where the children try to complete 5 mathematics questions.

- Question 1: At consolidation level so that all children can achieve (or achieve with support)
- Q2 - Q3: Gradually more challenging, including word problems,
- Q4 - Q5: Reasoning and problem solving questions, pitched at silver challenge.

The children then have a 15-minute break whilst the teacher marks their work and assesses the children for progression in their learning.

BRONZE CHALLENGE - SDI Group - adult led group, teacher input, then an opportunity for the children to apply their learning by completing a bronze challenge (similar level to Q1-3)

SILVER CHALLENGE – pitched at Q4 and/or Q5 - to include reasoning and problem solving

GOLD CHALLENGE- reasoning and problem solving challenges usually a greater depth focus – pitched beyond Q5

DIAMOND CHALLENGE – If a child is working consistently within greater depth in his/her year group, then they may work in the diamond group. The child will skip past the initial teacher 'I do, you do' input and work through the first five questions independently, before moving onto the gold challenge. After the break, any gaps that have been identified will be closed and the child may move onto a diamond challenge, which is an activity at further greater depth in their year group and may come from a further year group/key stage.

INTERVENTION

Using formative assessment gathered through the '5 questions' task, teacher questioning and other formative assessment methods, any pupils who have not grasped the concept or who have misconceptions will have a rapid intervention to ensure that they are ready for the next step of learning. Where possible, this will occur on the same day to ensure that gaps are rapidly addressed, ready for the next steps.

If not, the children will be placed in a further intervention group which will take place in the afternoon or assembly times. This may involve the use of B Squared for children with SEN.

ASSESSMENT

Teachers will use targeted questions and problems that require pupils to remember, understand, apply, analyse and evaluate their knowledge and skills. These formative assessments along with half-termly summative assessments will then be used to inform the RAG and ITAF to assess the pupils on an ongoing basis and make a judgement about whether a pupil is on track to achieve age-related or greater depth expectations. This information will all be recorded and discussed at RAG Meetings.

Teachers will also complete Question Level Analysis to inform their planning and teaching.

EYFS continually assess their children in Maths using professional discussions and assessments, which are made half-termly through an evidence base of children's work, incidentals and long observations along with taking evidence from parental contributions. Assessments are recorded in each individual child-learning journal.

MARKING

- Daily marking of Maths work using a green pen for correct answers with a green square at the end of the completed question.
- The letters 'LO' are highlighted at the end of the second session indicating 'achieved' if a minimum of the first 3 Qs AND silver are correctly completed. Eg - LO is swiped if all 5 Qs are correct and Gold is incorrect. LO is dotted if first 3 Qs are correct but Silver is incorrect
- A green dot is marked to the left of the letters 'LO' if less than this is correct
- If a child has needed scaffolding during their work, the teacher will write VF (Verbal Feedback) next to the answer and put a circle around it. The green square process stated above will still happen.

HOMEWORK

- KS1 & KS2 - Weekly mathematics homework - linked to the weeks learning/ times tables/four operations

PRESENTATION

- Learning objective at the start of each piece of new learning
- 1 number per square

KS1 - Short date and underlined

KS2 - The date to be written in Roman numerals for Y4-6, short date underlined in Y3.

Wider Curriculum Policy

Introduction

The Wider Curriculum makes learning motivational and successful for all involved. It is a skills-based approach to the curriculum rather than contents-based. The Wider Curriculum creates contexts for learning, whilst covering all programmes of study in the new National Curriculum. Thus, The Wider 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 Wider Curriculum.

Rationale:

The Wider 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 Wider 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 ITAF (RAG 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 Wider 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