

Teaching and Learning Policy

Curriculum Statement

At Brinsworth Whitehill Primary School, we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in and through opportunities to develop deep and sustained engagement and give pupils the capability to think deeply and critically for themselves. We are committed to developing the whole child.

Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. We believe learning does not stop at 3:05pm or at the 'school gate'. Experiences are planned throughout the year to inspire children and move learning from the head to the heart.

Our curriculum also includes the "Hidden" curriculum, which is what the children learn from how they are treated and the expectations placed on them. We value the way in which all children are unique and the rights enjoyed by each person in our society. Our curriculum introduces pupils to different faiths and cultures. Mutual respect and tolerance are at the core of our school values. We do not shy away from broaching serious issues that affect different communities and as a result our pupils learn to understand and value diversity and to show compassion for others. We value the mental well-being of pupils and their social, moral, spiritual and cultural development as well as their intellectual and physical growth. The promotion of 'British Values' are at the heart of our school.

We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable every child to be successful, and school supports the inclusion of all pupils, working to ensure all children can access the curriculum and school life.

The curriculum is the totality of every experience we offer our children during their time in our school and is dynamic so that it can be tailored to changing needs and circumstances.

At Brinsworth Whitehill Primary School we follow immersive learning practice. Immersive learning is hugely engaging and designed to ensure that all of our children succeed and love to learn. We endeavour to find out what interests the children and how they want to learn. Children have the opportunity to contribute to their learning with ideas for their projects. We plan and design learning opportunities that are relevant and engaging and have real world outcomes. Children can see the relevance of their learning to the world around them and understand the way that different aspects of their work link together as they investigate an 'essential question' or 'commission' across a topic. It involves several skills and stages which are embedded across the curriculum, enabling clear links to be made.

Immersive Learning involves taking a more creative approach towards the planning and delivery of lessons in order to immerse the children in their topic and create a “need to know”. Learning environments take on the appearance of a time, place or event being explored and are changed with every new theme. The knowledge that an authentic audience will see their work gives the motivation to ensure that it is completed to the highest possible standard.

Themes are complemented by visits / visitors and real-life tasks. Core subjects are integrated into the theme where possible.

Curriculum Aims

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and computing;
- To enable children to be creative through art, dance, music, drama, media and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain’s cultural heritage;
- To enable children to be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- To enable children to be active and take responsibility for their own health;
- To enable a child to play a musical instrument;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks.
- To enable children to develop their intellect including their emotional development.

The Role of Governors

Our governing body is responsible for monitoring the way the school curriculum is implemented. The governors liaise with the subject leaders, and monitor the way the school teaches these subjects through governor visits to school. Governors will receive reports from the headteacher and curriculum teams and act upon areas identified as requiring improvement

The teaching and learning subcommittee will meet regularly to monitor progress.

The Role of the Headteacher and Senior Leadership Team

The headteacher and senior leadership team will:

- Be responsible for the day to day organisation of the curriculum;
- Provide a strategic lead and direction for the curriculum teams;
- Monitor the curriculum through 360 degree evaluations of teaching and learning;
- Liaise with the School Leadership Team (SLT);

The senior leadership team will;

- Liaise with the Curriculum Teams;
- Support and offer advice to colleagues;
- Monitor pupil progress;
- Carry out 360 degree evaluations of teaching and learning;
 - work scrutiny / learning journeys
 - progress analysis
 - pupil conversations
 - lesson observations
 - drop ins.
- Report on the quality of teaching and learning in the termly governors' report;
- Act as role models for teaching staff;

The Role of the Curriculum Team

The role of the curriculum team is to:

- Provide a strategic lead and direction for the curriculum area;
- Support and offer advice to colleagues on issues related to the curriculum area;
- Monitor pupil progress in that curriculum area;
- Provide efficient resource management for the curriculum area.

It is the role of each curriculum team to keep up to date with developments in their curriculum area, at both national and local level. They review the way the curriculum area is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each curriculum team reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Curriculum Organisation

At Brinsworth Whitehill Primary School, we are continually reviewing and improving the curriculum we offer to our children. The curriculum is evolving according to the needs of our children.

We adopt a thematic immersive approach to learning and plan to cover a wide range of topics and to incorporate all subjects and help pupils to develop key learning skills. Discrete subjects are taught where relevant.

Units of work are planned in the first instance using the National Curriculum 2014. They are planned, usually over a term's duration. The plans contain the details of the learning to be covered with a progression of learning objectives. Subjects that do not link to the study unit theme are taught discretely. Medium term plans are completed for these subjects. The RE scheme of work follows the Rotherham Agreed Syllabus.

Curriculum Planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum is integrated as much as possible. A child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Children with special educational needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider applying for an EHCP (Education Health Care Plan), and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

Literacy

At Brinsworth Whitehill Primary School literacy (phonics, reading and writing) is fully integrated into the wider curriculum. We plan and design learning opportunities that are relevant and engaging and have real world outcomes. Children can see the relevance of their learning to the world around them and understand the way that different aspects of their work link together as they investigate an 'essential question' or 'commission' across a topic.

Phonics

Phonics is taught from Foundation Stage through to year 2 and beyond when necessary. Phonics is taught on a daily basis in small groups. It is taught through interactive experiences involving songs and actions and the use of whiteboards. The four part phonics lesson is used incorporating revisit and Review, Teach, Practise and Apply

In Foundation Stage and key stage 1 children are taught in groups according to phase level and are regularly assessed and regrouped. SPAG (Spelling, punctuation and grammar) is taught in year 2 when children reach phase 6, phonics programmes continue into KS2 for any child not fluent in phase 6.

Regular practise and monitoring using the phonics screen ensures groups and individuals have appropriate intervention and teaching at the level required. All classrooms have phonic displays and phonic guidance cards for children to refer to during all their lessons.

Reading

Reading is a fundamental life skill and is at the heart of our curriculum. We aim to give children opportunities to become critical, thoughtful readers through using relevant and inspiring texts, as part of our immersive approach. As children become confident readers, we encourage them to develop their own interests and preferences by providing a wide range of high quality fiction, non-fiction and poetry. We believe that a love of reading can open minds, fire the imagination and develop critical thinking.

Guided Reading is a key aspect of the teaching and learning of Reading. Teachers work with small groups on a regular basis, while other groups are given time to read, respond to texts or work with a TA. The National Curriculum Reading strands and content domains are used to plan work, ensuring that questions, discussion and tasks are enabling children to make progress. In KS1 guided reading is taught in groups according to phonic ability.

When appropriate reading comprehension is introduced and reading comprehension as a whole-class lesson or in groups or independently takes place regularly in all classes and is an important and effective way of teaching skills. Comprehension lessons should be linked with topic work taking place in class. We aim to include visual literacy in these sessions and encourage children to interpret and infer meaning from pictures, graphics and video clips as well as written texts. In KS1 and KS2, at least five Reading comprehension lessons per half term should take place, in addition to Guided Reading sessions. Teachers regularly plan topics based around a class book. This gives children the opportunity to explore the book in greater depth, over time and in creative ways.

All children in school have an individual reading book which can be changed regularly and taken home. Partnership with parents is important; the reading diary helps us to maintain links and continuity between home and school. Reading books in school are organised through the 'book banding' system to enable children to choose books at an appropriate level of difficulty and to make progress through the bands.

Listening to stories read aloud in class by a variety of authors is promoted in all classes and is another way that children can experience a range of texts. The 'class story' also gives invaluable opportunities for discussion and can be a memorable shared experience.

Teachers' assessments of reading are based on their professional judgments and evidence from Guided Reading and Comprehension tasks, as well as standardised materials.

We want the children to be avid, enthusiastic readers, so Reading for pleasure is promoted widely in school through events and activities such as Book Week, book fairs, displays, assemblies, author visits, competitions, and clubs. We are committed to giving children time to read and be immersed in reading.

Writing

To teach writing, we again use a cross curricular approach and much of the writing produced is topic based. We take on the mantle of the expert and a 'commission' related to each topic. Where possible, writing is for a real purpose and audience and based on lots of first hand experiences. Learning objectives and success criteria are shared with pupils and checklists are used to support self and peer assessment.

Writing in all key stages follows a similar writing journey.

- Look at best examples of genre
- Identify the key features at text level and word / sentence level
- Use of SPAG lessons to practice the skills needed for the genre
- Use teacher modelling of the writing process with teacher thinking aloud and writing in front of children
- HOT TASK - Children produce a piece of SUPPORTED writing in the genre which is marked for spelling, punctuation and grammar and content against the success criteria.
- Feedback is given for children in the form of next steps / challenges
- Time is given for children to respond to next steps, edit and improve their writing
- COLD TASK - Children produce an INDEPENDENT piece of writing in that genre. This is assessed against the learning objectives for that year group.

Expectations of pace, length and level of complexity increase throughout the key stages in line with the curriculum for that year group.

In addition to the above, handwriting lessons take place weekly, in accordance with the school scheme. Spelling in KS2 follows the RWInc Oxford Owl Resources and SPAG lessons are completed as part of the learning journey.

Mathematics

“Understanding about number, its structures and relationships, underpins progression from counting in nursery rhymes to calculating with and reasoning about numbers of all sizes, to working with measures, and establishing the foundations for algebraic thinking. These grow into the skills so valued by the world of industry and higher education, and are the best starting points for equipping children for their future lives.” Good Practice in Mathematics OFSTED 2011

At Brinsworth Whitehill Primary School, mathematics is taught through, practical, hands-on experiences of using, comparing and calculating with numbers and quantities and the development of mental methods which are of crucial importance in establishing the best mathematical start in the Early Years Foundation Stage and Key Stage 1. This is coupled with plenty of opportunities for topic based maths to provide context for maths problem solving and developing mathematical language so that pupils learn to express their thinking using the correct vocabulary.

Progression in mathematical strategies and models and images follow the school calculation policy. Opportunities for cross curricular work and real life experiences should be taken.

All lessons should have clear learning objectives and success criteria. Learning objectives will be indicated in books or onto work / evidence. Throughout lessons children will be encouraged to reflect on learning through the use of stimulating key questions and a variety of AfL strategies.

Learning objectives and success criteria will be shared with the children through;

- a) reference to a display or prompt
- b) sharing verbally with the children
- c) giving a stimulus to promote children’s thinking and questioning and not revealing LO until appropriate.

Each child should have at least two opportunities to complete unaided maths work each week including work which **uses and applies** that week’s taught skills.

Arithmetic skills are taught as an additional skills based session every day.

Evidence that needs recording should be done in the maths books. Assessment judgements will be based on the collection of evidence in each unit and based on teacher’s professional judgement and standardised materials. Maths books will be moderated regularly in line with the school timetable.

Foundation Subjects

Foundation subjects will be taught in accordance to the published long term plan.

The Foundation Stage

We follow the Early Years Foundation Stage curriculum and plan topics and areas of learning through children’s interests.

There are seven areas of learning and these are taught primarily through play and first-hand experiences.

There are 3 prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

There are 4 specific areas:

- Literacy (Reading, Writing)
- Mathematics
- Understanding the world
- Expressive arts and design

The characteristics of effective learning, shown below, run through and underpin all seven areas of learning and development.

- Playing and exploring: seek challenge, a can do approach to learning and role-play, open-ended activities.
- Active learning: concentration and involvement, perseverance and proud of what they have achieved.
- Creating and thinking critically: solving problems and making predictions.

Assessment Systems

To ensure that **all** children in **all** year groups are on track to achieve the age related standards, we use two different forms of assessment throughout the school. These are called formative assessments and summative assessments.

Formative Assessments - Response to Learning

Formative assessment is on-going assessment which shows teachers what children understand or are able to do at a specific time; this can be within a lesson - for example a quick spelling test, pre or post-teach assessments, iPad games, homework review or responses to targeted questions. Formative assessment is happening all the time throughout the school day and is very important as it ensures that teachers can fully support your child in their learning. Sometimes formative assessment is used immediately in lessons so that teachers can offer extra support or challenge straight away and takes the form of marking or feedback of children's work (sometimes with the child and sometimes away from the child).

Marking and feedback can be written or oral and be self assessment, peer feedback, TA feedback or teacher feedback. All work should show clearly if adult support has been given

The clarification document from ofsted states that:

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books will often depend on the age and ability of the pupils.

- Ofsted **does not** expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books or folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.

At Brinsworth Whitehill Primary School, feedback should be specific, accurate, clear and encourage and support further effort. Teacher response should be **appropriate to the needs and age of the child**. It should be meaningful; provide specific guidance on how to improve and not just tell children when they are wrong. Teacher response to learning does not have to be written down. **In the first instance, teachers should endeavour to ensure misconceptions are corrected at the point of teaching.** Teacher response to learning will be supported throughout the year with effective professional development for teachers.

Code system

To ensure consistency across the school, marking and feedback should follow this policy. Pieces of work need to be marked with an 'I', if produced independently.

In addition to use of this code, teacher response to learning should also provide **positive feedback** about current work and suggest areas for improvement.

Each staff member will also secretarial mark as appropriate. Staff should use professional judgement when correcting spellings and punctuation. They do not need to correct every spelling mistake but should prioritise key spellings and punctuation as non –negotiable. If spellings in children’s writing are incorrect and are within the expectations of the child – this will be indicated by the use of a single underline and ‘sp’ symbol. Children will be expected to correct these spellings themselves. Children’s spellings will be corrected by the teacher if beyond expectation. Correct grammar and punctuation will be modelled throughout the curriculum and all members of the Brinsworth Whitehill staff will be expected to use standard English at all times. Children should be corrected appropriately and at their level. In addition, staff will follow the further guidance for marking below.

EYFS

Work will be marked with if supported or independent. Feedback will be at the time of learning and oral, with the exception of writing where abbreviated next steps may be used to guide teacher planning. These next steps will be shared verbally with the children.

KS1

As children progress through Key Stage 1, marking will adapt to the needs and age of the pupils. Where possible, maths corrections should be completed in lesson time. If needed, the teacher can indicate next day intervention needed before the next stage of learning commences. By the time children are ready to leave KS1, the expectation is that corrections and challenges should be completed the next day in ‘Reflection and Correction’ time or addressed as an intervention in split input groups.

Next steps or whole class feedback will be used in writing and maths as and when appropriate to the learning journey.

Learning objectives and success criteria are shared with pupils and checklists are used to support self and peer assessment.

For the rest of the curriculum, knowledge organisers and class quizzes should be used at the start and end of a unit as appropriate to the age and ability of the child and assessed to indicate attainment and progress through ticking, highlighting, dates or comments. Positive marking is sufficient for many pieces of work in the foundation subjects. In depth marking should come in the form of next steps or challenges or whole class feedback

KS2

As children progress through KS2, marking will adapt to the needs and age of the pupils. In addition to the above guidelines, children's work should be marked in further depth for literacy and numeracy as appropriate (usually once a week or at the end of a teaching piece).

For the rest of the curriculum, knowledge organisers and class quizzes should be used at the start and end of a unit as appropriate to the age and ability of the child and assessed to indicate attainment and progress through ticking, highlighting, dates or comments. Positive marking is sufficient for many pieces of work in the foundation subjects. In depth marking should come in the form of next steps or challenges or whole class feedback

Learning objectives and success criteria are shared with pupils and checklists are used to support self and peer assessment.

Whole class feedback

Teachers may choose to use whole class feedback or assessment instead of next steps. Teachers record strengths and weaknesses in learning and then provide appropriate reflection or intervention to support the next stages of learning through whole class or group input. (appendix A)

How to set next steps/ challenges

Next steps should be immediate, relevant and specific, recognise success and identify areas for instant improvement. They will mostly require the children to **do** something. In order to achieve the latter, it is important that children are given time to digest and respond to comments made. Planning time into lessons to do this is important to ensure maximum impact on the children's learning.

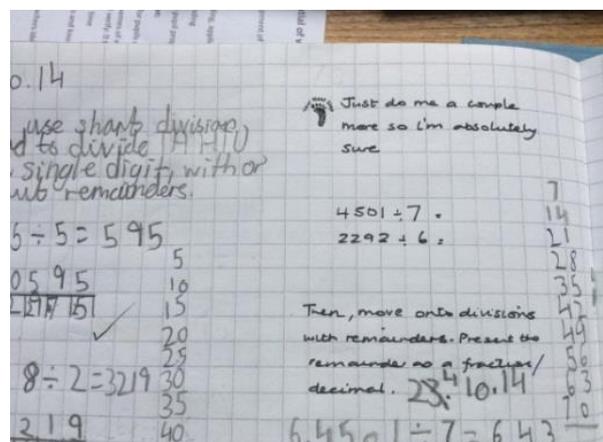
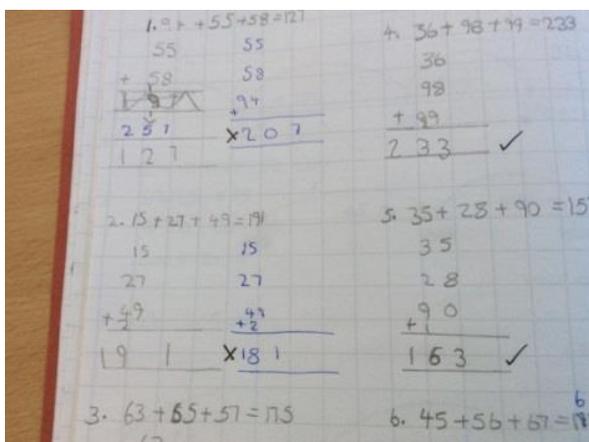
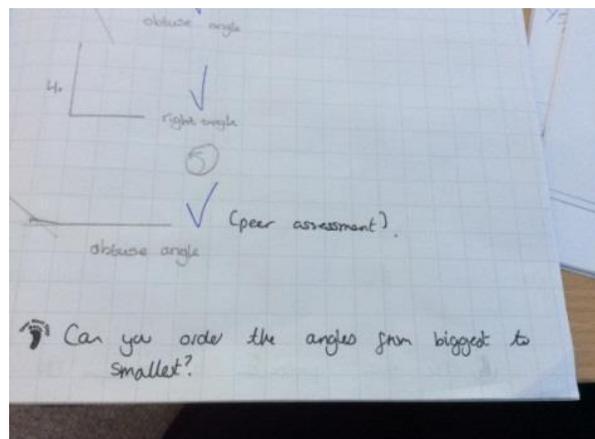
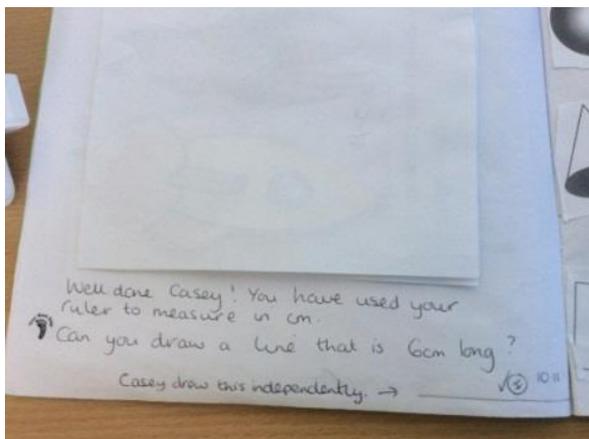
The next step/challenge process

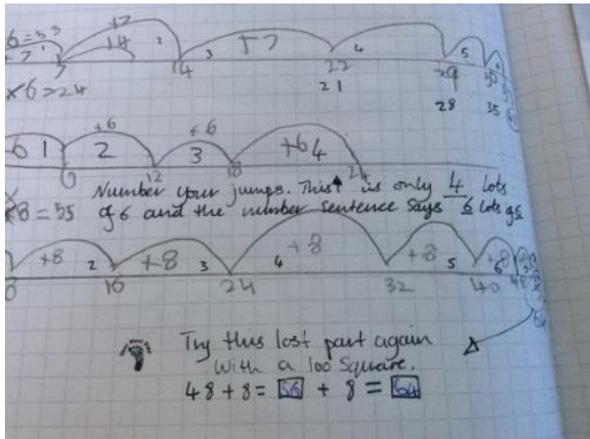
Immediate – try to mark children’s work soon after they have completed the task as this may change the focus of the next lesson;

Relevant and specific – the next step for a piece of work should relate to the learning criteria e.g. ‘I can...’ statement / ‘My new learning...’ statement;

Process for Next Steps / Challenges

- Start to think about the learning journey **when you are planning the lesson**
- It is essential that you know where you are trying to get the children (learning criteria) and how they are going to get there.
- You also need to know what the **next step / extension** would be on their learning journey in case they meet all the success criteria.
- When marking the children’s books, decide whether they have met the LO or not:
- **Recognise success** – start by commenting on something they have achieved.
- **Identify areas of improvement or give an extension challenge** – after recognising the children’s successes, make a positive comment on something they could do to ensure they meet all or more of the learning criteria or extend learning through giving children an additional challenge;
- **Reflection and Correction** – children must be allowed **time to respond** to next step comments (**in blue pen**) – this can be built into the lesson time and shown in planning. On top of this, children should know that you have **read their response**: if you are satisfied simply tick it; if they need more guidance, try to redirect them with another comment; if, after this, they still struggle, verbal feedback should follow either one-to-one or in a guided group session the following day.





Peer assessment

Peer assessment will mostly be verbal. It may be recorded through digital media or speech bubbles / comment stickers, or through completed checklists in KS2

Summative Assessment

Summative assessment takes place at specific points during the school year and compares children's attainment against age related expectations. Summative assessment also allows teachers to target children who are at risk of falling behind age related expectations for extra support. Extra support can include pre-teaching, structured intervention programmes or booster sessions.

In addition each of the Key Stages across the school have other assessment systems which are statutory

Foundation Stage

All early years providers must complete an Early Years Foundation Stage Profile for each child in the final term of Foundation Stage (FS2/Reception). The main purpose is to provide an accurate assessment of children at the end of the Foundation Stage. All parents are provided with a formal report at the end of the academic year which shows how their child has performed in each of the seven areas of learning, along with information about characteristics of learning.

We will report children as being one of the following in each of the seven areas:

Emerging –child is beginning to understand how to do this.

Expected –child is working at an age appropriate level in this area.

Exceeding –child understand this area of learning very well.

Key Stage 1

At the end of KS1 (Y2), summative assessment includes National Curriculum Standards Tests in Reading, Writing, and Maths. These tests are statutory and known as SATs tests. The

children may also complete a Spelling, punctuation and grammar test. This is currently not statutory. Teachers will use the results of these tests as well as work done over time to help them form an overall judgement of how well children have progressed against the curriculum in Y1 and Y2.

Key Stage 2

Year six pupils are required to take part in statutory assessments known as SATs tests. The Statutory Assessments include: Reading, Writing, Maths and SPaG. Each child will be assessed, by their teacher, throughout the year against the National Curriculum before completing the SATs tests in May. The tests, alongside teacher assessment, will provide information about how each child is progressing and the objectives they have met by the time they reach the end of KS2.

Reporting to Parents

Reporting to parents provides the opportunity for communication about a child's achievement, attitudes and future targets. Parent consultation days are held regularly so that parents can discuss how well their child has settled and are able to be involved in discussing their child's achievements and targets. In addition, we provide opportunities for a mid year progress report and a final end of year report which gives information on progress and attainment.

Review

The Governing Body will review this policy statement regularly and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Brinsworth Whitehill Primary School.

SignedDate (Chair of Governors)

SignedDate (Headteacher)