

# Pownall Green Primary School

*Love learning, love life!*

## Curriculum/ Teaching and Learning Policy

<b>Subject Leader(s):</b>	Jenni Peters
<b>Aligned governor:</b>	Chair of Teaching and Learning Committee
<b>Policy reviewed:</b>	May 2018
<b>Next Review:</b>	May 2019

### Principles

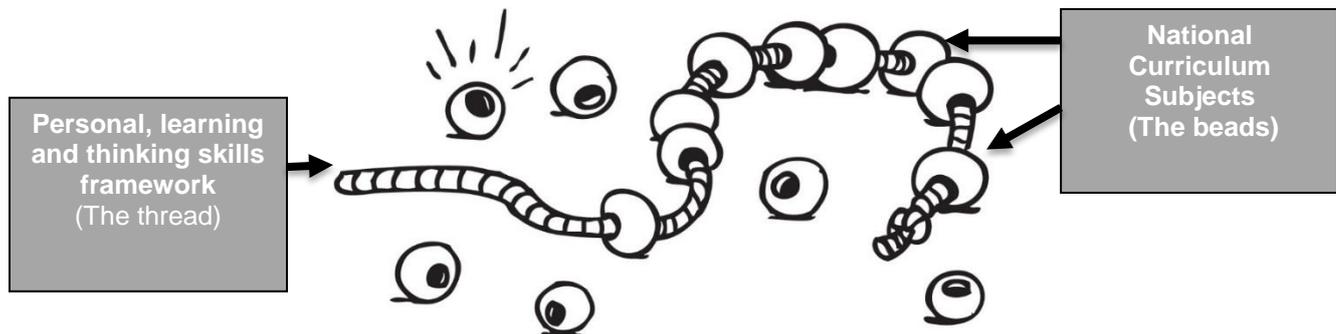
Our school mission statement is '*Love learning, love life!*' The learning experiences that we provide our children, through our rich and inspiring curriculum, not only enable them to achieve high academic outcomes but also enable them to learn how to learn.

### Aims

- To inspire children to develop a life-long love of learning
- To develop children's Personal, Learning and Thinking Skills
- To provide a broad and balanced curriculum
- To clearly define the knowledge, understanding and skills that children should learn through the National Curriculum
- To provide learning experiences that promote choice, challenge and collaboration
- To provide regular curriculum enrichment opportunities
- To develop children's literacy and numeracy skills through all curriculum areas
- To provide opportunities for children to enjoy themselves and have fun

## The content

The content of our curriculum is **National Curriculum 2014** programmes of study infused with our own **Personal, Learning and Thinking Skills** framework. Developing children's personal, learning and thinking skills is the thread that runs through our curriculum upon which all the National Curriculum subjects are taught.



## National Curriculum

The knowledge, understanding and skills that children should learn through the national curriculum is clearly defined in the school's own schemes of work. The school has developed its own schemes of work that follow the statutory programmes of study in each curriculum area. Subject leaders have created our schemes of works collaboratively with teachers and wherever possible these schemes are fully resourced.

## Personal, Learning and Thinking Skills

As well as teaching the National Curriculum subjects, we also explicitly develop children's Personal, Learning and Thinking skills. We place meta-cognition (thinking about learning) at the heart of our children's learning experiences. Teachers draw attention to specific Personal Learning and Thinking Skills (PLTS) that will be needed in different activities. Children are encouraged to reflect upon how effective they have been in these areas as well as in the curriculum.

By creating a dialogue about PLTS children are able to:

- develop a growth mindset.
- develop a set of skills and habits that facilitate a self-awareness and resilience in learning.
- transfer skills and learning from one context to another.
- understand how you as an individual learn best and knowing how to use this effectively.

Our bespoke Personal, Learning and Thinking Skills framework focuses on 6 different strands:

1. Be an Independent Enquirer
2. Be a Creative Thinker
3. Be a Reflective Learner
4. Be a Team Worker
5. Be a Self-manager
6. Be an Effective Participator

Within these strands our framework sets out the key skills for each phase. The PLTS framework does not stand alone and it is not isolated from the National Curriculum subjects: these skills are taught explicitly and 'infused' into the curriculum.

## How is the curriculum taught?

The content of our curriculum is delivered through memorable learning experiences that promote:

- Choice
- Challenge
- Collaboration

### Choice

Children are given opportunities to make choices of:

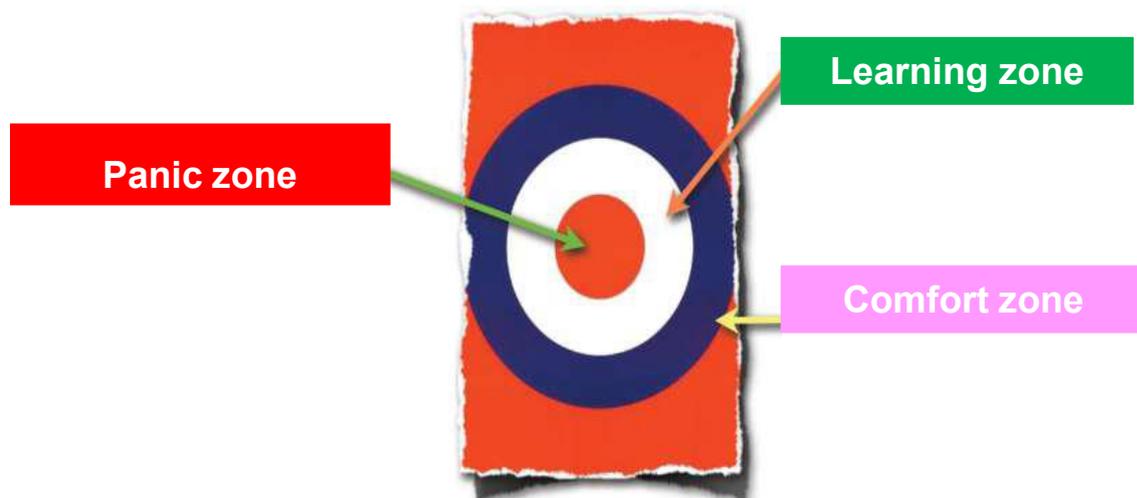
- How they record their learning
- Who they collaborate with
- The resources they use
- The level of challenge
- The direction of their learning

### Challenge

We have a consistent language across school to describe how we feel about the level of challenge we are experiencing:

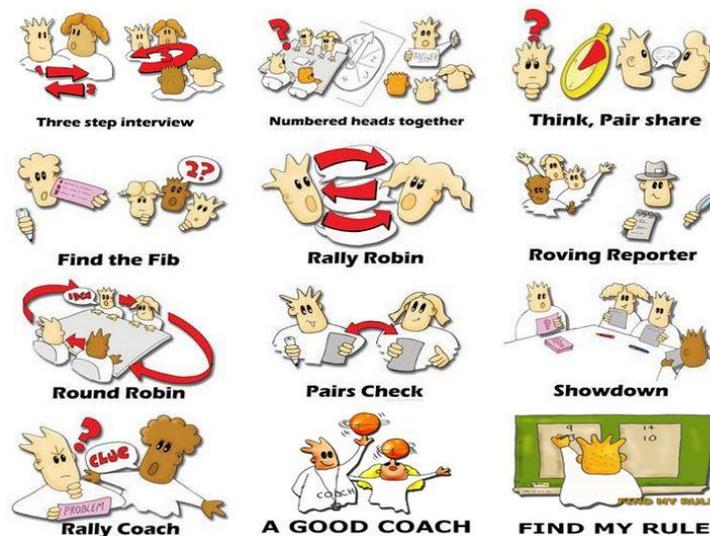
- The panic zone where learning is ineffective because the level of challenge is too high.
- The learning zone where optimal learning and growth takes place.
- The comfort zone where learning is minimal because the level of challenge is too low.

We talk to the children about these challenge zones and help them to identify when they are in the learning zone and to encourage them to choose levels of challenge that ensure this is the zone that they occupy.



## Collaboration

- Kagan Cooperative Learning Structures are used throughout the school. Through these structures children participate equally ensuring the success for all. Cooperative Learning Structures ensure children are active in their learning and engaged. Kagan structures are based on 4 principles:
  - **Positive interdependence:** One person doing well helps all others. Task completion depends on everyone.
  - **Individual accountability:** Provides an audience for everyone perform in front of someone.
  - **Equal participation:** Structures use turn-taking or timed turns.
  - **Simultaneous interaction:** Increases % of children who are talking/writing at any one moment.



## Curriculum enrichment

We enrich our curriculum both inside and outside the classroom through:

- Theme weeks
- Visits and visitors linked to the topic
- Outdoor learning and forest school
- Narrative immersions and use of drama
- Peripatetic music teachers
- A wide range of extra-curricular activities
- Gifted and talented programme which is delivered by schools across the cluster
- Specialist facilities within school which include the food technology room, music room, ICT suite, updated library

## Assessment for learning

Formative assessment has the biggest impact on children's achievement and progress. The key principle of assessment for learning is to use evidence of children's learning to adapt teaching to meet children's needs. It is essential that teachers elicit evidence of learning throughout a lesson and **use** this information to shape the current lesson as well as future lessons - if children leave the classroom before teachers have used the evidence about their learning to adapt their teaching, then they are already playing catch-up!

Effective assessment for learning:

- Establishes where the children are in their learning
- Identifies the learning destination
- Carefully plans a route
- Begins the learning journey
- Makes regular checks on progress on the way
- Makes adjustments to the course as conditions dictate
- Provides feedback that moves learners forward

## Assessing the depth of learning

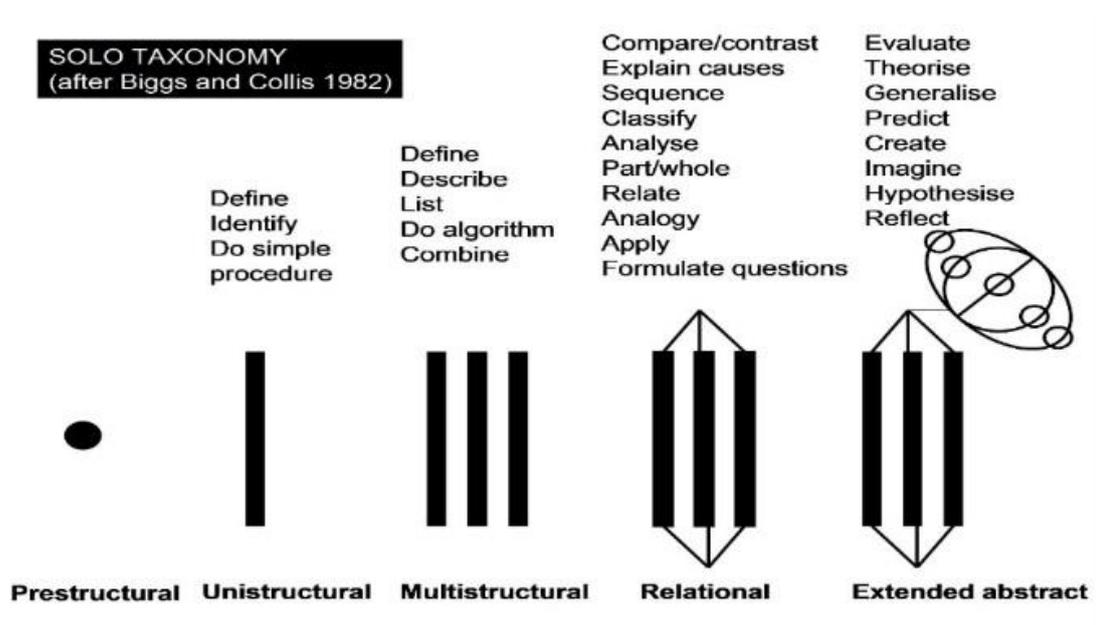
We use a simplified SOLO taxonomy as a model to:

- classify learning outcomes in terms of their complexity
- support the planning of activities that elicit different levels of complexity

Using SOLO taxonomy supports teachers and children to go deeper into learning whatever topic or subject they are involved in, and assess learning as they travel through that learning experience.

## Simplified SOLO Taxonomy

- No Idea - equivalent to the prestructural level
- One Idea - equivalent to the unistructural level
- Many Ideas - equivalent to the multistructural level
- Related - equivalent to the relational level
- Greater Depth - equivalent to the extended abstract



## **How do we decide if a child is meeting year group expectations?**

Teachers use the criteria set out in our DOLI grids and 'Assessing the Foundation Subjects' booklet, alongside their professional judgement, to assess whether a children has met year group expectations.

## **How do we decide if a child is working at greater depth?**

We would expect that the learning outcomes of children working at greater depth in any subject to correspond with the Extended Abstract Stage of the SOLO taxonomy. Teachers use their professional judgement to assess whether a child is working at greater depth.

## **EYFS**

Each term, Reception teachers make judgements of children's achievement against the 'Development Matters' document and/or the EYFS Early Learning Goals. These judgements are recorded in SIMS/AM7 EYFS marksheets each term and progress from starting points is tracked using the LA tracker.

## **Tests and Diagnostic Assessments**

The school uses standardised diagnostic assessment (PIRA and SUMA) in conjunction with teacher and pupil self-assessment to inform future learning. A detailed analysis of specific aspects of performance in diagnostic tests is routinely undertaken. This supports teachers to determine more precisely, the nature of particular strengths and weaknesses.

## **Assessment points**

For maths, reading and writing we record termly teacher assessments using SIMS, Assessment Manager 7. Each term, we record whether, at that point in time, a child is on track to be:

- Working below expected standard at the end of the year and where they are likely to be in relation to the year groups below
- Working towards the year group expectations at the end of the year (emerging or developing)
- Meeting year group expectations at the end of the year
- Working at greater depth at the end of the year

In summer term, we also record a judgement for spoken language and science in Assessment Manager 7 as well as a judgement for the foundation subjects.

Teachers and SLT make use of the LA trackers to monitor each child's progress from starting points. Teachers use all data formatively to plan appropriate intervention strategies for all children who are not making expected progress. It is the responsibility of class teachers to confer with the InCo, Deputy Headteacher and the headteacher about concerns regarding a child's progress.

## **Partners in learning**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' evenings/workshops to explain our school strategies e.g. literacy, mathematical strategies, phonics;
- by meeting with and sending information to parents, at the start of the year, to outline the topics that the children will be studying during that year at school;
- by informing parents of assessment outcomes and curricular targets which indicate how the child can improve further;
- by explaining to parents how they can support their children at home.

## **Evaluation of our curriculum**

It is the responsibility of:

- all teachers reflect upon the impact of their teaching on learners and to provide the highest quality teaching for our children,
- subject leaders to monitor curriculum coverage and quality of the teaching and learning within their subject area and to offer support if it is needed.
- the Senior Leadership Team to monitor curriculum coverage and quality of the teaching and across the school and to identify where development is needed.
- the Governing Body to monitor that the processes are in place and that the school is addressing students' needs.

Classroom observations, learning walks and work analysis are used to monitor and evaluate the effectiveness of the curriculum and quality of teaching and learning at Pownall Green. They also form an important part of the process of reviewing the performance of the school through whole school self-evaluation. Classroom observation is used to support continued professional development, curriculum review and performance management in the school.

The process of classroom observation contributes to:

- The continued success of the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining teachers' own development needs
- Identifying the future development needs of the school

Every teacher will be observed teaching at least twice a year as part of the school's appraisal process. Observations are carried out by a member of the Senior Leadership Team or by two members of SLT or subject leaders for moderation purposes. Curriculum leaders may also carry out lesson observations as part of curriculum development and evaluation.