

Buttercup Primary School

Curriculum & Teaching & Learning Policy

Aims and Purposes

At Buttercup our Curriculum has a focus on rigorous and structured teaching of the National Curriculum's key skills, which take place throughout school, every day.

In relation to the changes and expectations in the 2014 National Curriculum, we have developed a bespoke programme. This engaging curriculum facilitates teachers in delivering high quality lessons and assess how far children have understood age-related subject content across all curriculum subjects.

The curriculum is underpinned by the Bloom's Taxonomy Theory, which uses questioning to develop, secure and deepen understanding of age-related subject content. We have also embedded Islamic concepts, Equality, PSHE and British values into the curriculum. (See curriculum map).

By adopting this whole-school approach to teaching across our school, we aim:

- To enable children to deepen their understanding of age-related subject content.
- To give children the knowledge and skills they require becoming effective, lifelong learners in modern Britain and the wider world.
- To provide an inclusive education where every child is capable of anything.
- To support teachers in delivering high quality lessons which allow all children to succeed
- To deliver an engaging and thought-provoking curriculum, which promotes children's wellbeing and involvement in all subject areas.
- To learn from each other, through the adoption of a collaborative approach to teaching and learning.
- To nurture Islamic principles in order they grow up as moral law abiding loving citizens.

Lesson Planning Structures

Long-Term Map

Every half term, our curriculum begins with a theme which leads to thought-provoking Key Question/ (See Long Term Maps). All year groups follow these questions and adapt their curriculum accordingly. These carefully planned questions include all subject content to be delivered for the half term, and promote engagement and excitement.

EXAMPLES

Key Questions/ Themes

Autumn Term 1-

Theme: Morals

Question: Who should make decisions?

Learning opportunity with parental engagement: Whole school polling station

Autumn Term 2: Resilience

Question: Does failure teach us to give up?

Spring Term 1: Identity

Question: What will the world be like if everyone shared the same identity?

Spring Term 2:

Question: How does the world view food?

Summer Term 1:

Question: Who are we?

Summer Term 2:

Question: Is change a good thing?

Planning our curriculum

See separate Maths and English policies for medium and short term planning formats.

Curriculum overviews : Medium Term Planning

Our curriculum medium term planning for foundation subjects uses the Blooms Taxonomy theory for questioning alongside classroom monitor to ensure the formal requirements of the curriculum are met. We have developed our medium term planning even further this year and now have a discussion document for phase teams to plan and collaborate ideas half termly these will include ideas from PSHE, FBV, Islamic & Equality . See medium plan form 2016-2017.

Short Term Planning

Our short term planning allows teachers to plan their teaching input, extra adult roles in the lessons and plot ongoing assessment for all pupils in the lessons. See short term planning

English and Maths

English

At Buttercup Primary School, we believe that knowledge, understanding and the successful application of the English language is a fundamental life skill; it develops children's ability to communicate their experiences, desires and knowledge effectively and successfully. Throughout our school we aim to nurture

and develop independent readers and writers through purposeful, engaging and developmental lessons, which link to our rich and stimulating curriculum work. Currently the school subscribes to the Literacy Tree which is used to plan exciting lessons to cover the programme of study through a thematic approach. This is done through themes and conventions within significant literature found within the books chosen in the scheme. It includes explicit grammar and spelling skills for writing taught in context to be applied. Additionally we have also subscribed to Classroom secrets for guided reading.

During lessons, we support our children to express themselves creatively and imaginatively, enabling them to become enthusiastic and critical readers of a variety of texts. We have created innovative sessions where our children also gain an understanding of how language works by looking at its patterns, structures and origins. This can be seen through many of the activities that the children take part in e.g. Reading theatre.

Here at Buttercup Primary School, we are committed to ensuring that all children develop the ability to communicate fluently and effectively. We do this by delivering a designated English lesson each day. These lessons are linked to the current National Curriculum objectives. In addition to this, the children participate in daily guided reading sessions and have the opportunity to produce creative writing across the whole curriculum. All children across school have weekly handwriting sessions.

Finally, to develop children's confidence at writing independently, each half term the whole school participates in an exciting and purposeful writing activity. Each half term focuses on a different text type to ensure a variety of independent written pieces are produced for teachers to assess. The writing produced is used alongside other written work to identify next steps and individual targets.

Maths

The teaching of Maths is planned carefully to meet the needs of every child at Buttercup Primary School. Assertive Mentoring is used to identify gaps, set individual half-termly targets and monitor progress made. Furthermore, all teachers plan a deeper learning task at the beginning of the week to deepen the children's understanding of mathematical thinking. Planning is based on the new National Curriculum Standards and used to facilitate high quality teaching and learning. Every child at Buttercup has weekly times tables and key skills practice and regular maths homework. All staff at Buttercup strive to teach mathematics in a stimulating, supportive, challenging and purposeful way.

Where possible, teachers plan maths lessons outside of the classroom to facilitate and enhance our children's understanding of the outcome of the lesson. As a staff, we believe that learning outside of the classroom is not enrichment; it is at the core of empowering individual's understanding of the subject.

For further information on the planning and assessment of Maths, please see the Maths Policy

Reading

All children at Buttercup are provided with a reading skills book, appropriate to their reading level, and a reading for pleasure book from their class library. Each class has a book or extract which they share as a shared reading book from classroom secrets.

Assessment of the Curriculum KS1 and KS2

Assessment of the curriculum

At Buttercup children will continue to be assessed against the National Curriculum for Maths and English. Teachers will also be assessing children for all subjects against the attainment milestones, based on classroom monitor.

Core Subject Attainment Milestones

These attainment milestones cover the National Curriculum objectives for pupils as they progress through each year group. In Reading, Writing and Maths, there are 3 Steps per year. The aim is that pupils at least 'achieve' the age-related expectations each academic year.

Non-Core Subject Age-Related Milestones

In the non-core subjects, pupils are measured against end of year expectations. Similar to EYFS, pupils' attainment is measured as 'emerging', 'expected' and 'exceeding' age related expectations.

Foundation subjects assessment

See separate Maths and English policies for assessment of reading, writing and maths.

The curriculum assessment has four strands

- (i) Emerging, expected and exceeding and GD This assesses the children's depth of understanding of age-related subject content.
- (ii) Blooms Taxonomy. This assesses children's high order thinking skills in order to become effective lifelong learners.

Teachers report their curriculum data half termly.

Early Years

The Foundation Stage offers a challenging, engaging, creative and happy environment. Children can independently access a range of resources both within the indoor and outdoor classrooms meeting individual needs and interest. In Foundation Stage we teach wide range of exciting topics which engage the children and inspire learning. We also develop the skills which ensure that children are school ready by the end of the academic year. This ensures they have a good foundation on which to build a secure academic future. Each day children have adult led sessions such as Phonics and Maths which are differentiated to meet individual needs. The other areas of learning that we cover daily are Personal, Social and Emotional Development, Communication and Language, Physical Development. Understanding of the World and Expressive Arts.

Monitoring the delivery of our curriculum

A single learning observation in itself is not going to present a whole picture of pupil progress in a lesson, or of the capacity of a teacher. This is why all learning observations will be triangulated by speaking to pupils about their learning within a lesson and looking at the planning and books/work produced for/in that lesson. This will show the overall picture of the learning in that session. From this point the observer and observee can engage in a dialogue about what went well and how to improve any aspects of learning for the pupils in that class

Over time the Leadership Team will triangulate learning observations, planning, book scrutiny, pupils' comments and pupil progress data to build the whole picture of the effectiveness of both an individual member of the teaching team and of teaching across the school. This will enable the Leadership Team to plan for future CPD and support the ongoing development of the school. Information from half termly triangulation is recorded on our 'teacher on a page' for every teacher. This gives the school and trust a broad perspective of every teacher's strengths and next steps.

Feedback - Learning Conversations

There are a number of key points to make about the way feedback is given to staff following a learning observation:

- There should be time between the learning observation and the feedback session for both the observer and the observee to **reflect** on the lesson.

Useful questions to consider during this period, and to inform the learning conversation, are:

- a) Where did pupils learn well and why?
 - b) When did the pupils learn not so well?
 - c) What might you do differently next time?
 - d) Do you need some support in developing ideas?
 - e) Have we learnt some things we can share with others? How shall we?
- The learning conversation should follow a **coaching model (team teach)** where possible – the observer poses questions and allows time to discuss and explore the answers and solutions. The observer offers support and guidance if asked and facilitates action points to work on in the future.

(See deputy slt timetable)

An Ongoing Culture of Improvement

This policy is not designed to restrict the teaching team to work in a particular way. As a school, we expect to see all adults continuously striving for ways to engage pupils and facilitate deeper understanding of age-related subject content and provide children with the opportunity to develop the skills they require to become lifelong learners in modern Britain and the wider world. At Buttercup we recognise that this can only happen if all members of the teaching team engage with the process.

We expect that every member of the teaching team:

- Keeps up-to-date with current school policy and expectations;

- Keeps up-to-date with wider references to teaching and learning, e.g. Ofsted criteria, developments in relation their specific subjects etc;
 - Commits fully to the learning observation process;
- Seeks opportunities to observe other members of the teaching team in order to develop their own practice;
- Seeks support to improve in areas that they identify/have had identified as areas to develop

Leadership will support this process by:

- Always ensuring a clear focus for learning observation activities;
- Giving constructive and developmental feedback using the ‘learning conversation’ coaching style;
- Allowing time for issues of teaching and learning to be discussed and explored in a range of forums;
- Using learning observations to plan CPD for individuals, teams and across the school;
 - Offering development ideas for any individual who requests such support.