

# Pownall Green Primary School

*Love learning, love life!*

## Curriculum Policy

<b>Subject Leader(s):</b>	Jenni Peters
<b>Aligned governor:</b>	Chair of Teaching and Learning Committee
<b>Policy reviewed:</b>	September 2023
<b>Next Review:</b>	September 2025

### 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

## Intent - Love learning, love life!

Our **schemes of work** for each subject set out the aims, knowledge and understanding to be developed at each stage.

Our **Personal, Learning and Thinking Skills (PLTS) framework** is infused throughout our curriculum. The PLTS framework sets out the skills we aim to develop at each phase. Personal, Learning and Thinking Skills extend our curriculum beyond the academic to foster a love of learning, enabling children to develop transferrable life skills so they become....

- **Independent Enquirers**
- **Creative Thinkers**
- **Team workers**
- **Self Managers**
- **Effective Participators**
- **Reflective Learners.**



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.

The end points for each year group in reading, writing, mathematics and science are made clear in our **DOLI grids** (Depth of Learning Indicators). The end points for each year group in the foundation subjects are made clear in our '**Assessing the Foundation Subjects**' booklet. Reading is prioritised in our curriculum to allow pupils to access the full curriculum offer.

## Implementation

Our schemes of work and PLTS framework are translated into a progressive series of lessons through our **medium term and weekly planning**. 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

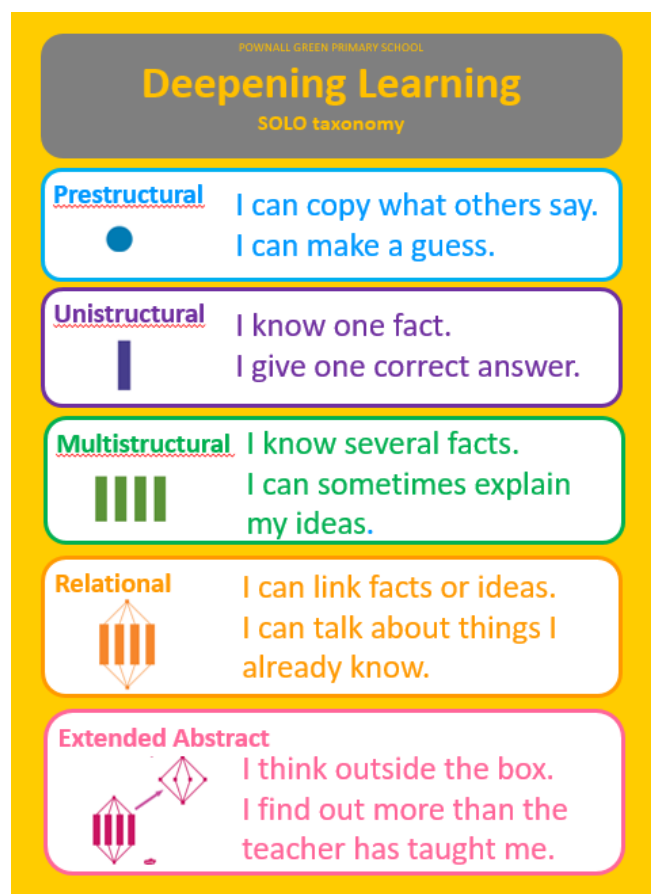
- The resources they use
- The level of challenge
- The direction of their learning

## Challenge

We have an inclusive approach to deepening learning for learners at all ability levels. We use **SOLO Taxonomy** and the '**plus one principle**' to develop pupils knowledge acquisition and their understanding by connecting new knowledge with existing knowledge. We use a 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

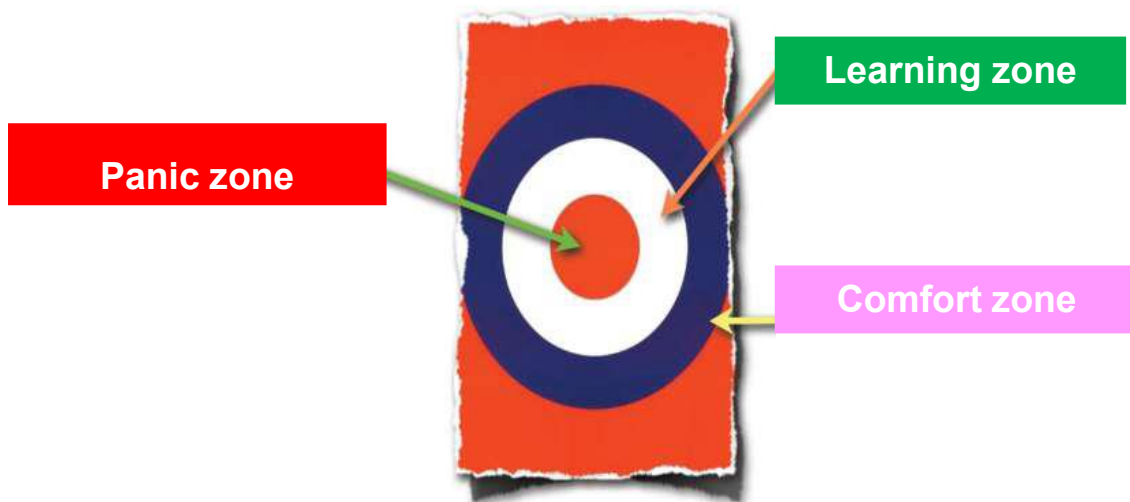
Using SOLO taxonomy supports teachers and children to go deeper into learning whatever topic or subject they are involved in, and assess learning as they travel through that learning experience.



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

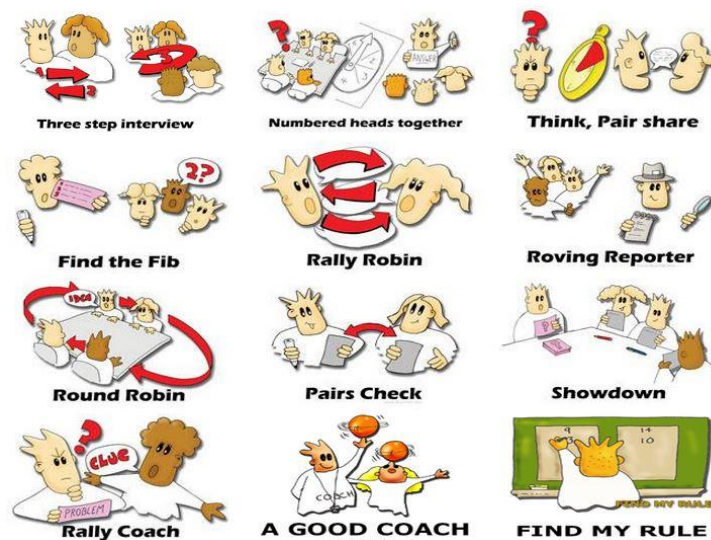
- The panic zone where learning is ineffective because the level of challenge is too high.
- The learning zone where optimal learning and growth takes place.
- The comfort zone where learning is minimal because the level of challenge is too low.

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.



## **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.

## **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

## **Impact**

The impact of our curriculum can be seen in:

- Long-term learning, fluency and progress in a broad curriculum
- Well-developed Personal, Learning and Thinking Skills that prepare children as global citizens
- Excellent behaviour and attitudes for learning
- Pupils have experienced a wide and rich set of opportunities
- Children are educated citizens that have been introduced to the best that has been thought and said
- High levels of participation in extra-curricular activities
- High attendance

## **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.