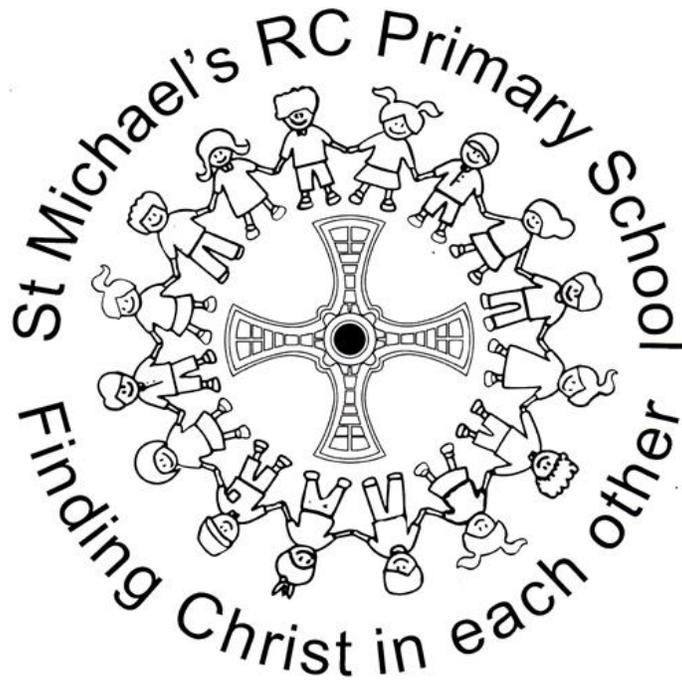


St Michael's RC VA Primary School



Teaching and Learning Curriculum Policy



St. Michael's RC Primary School

Our Mission Statement

'Finding Christ in each other'

'Catholic Education is above all a question of helping to form Christ in the lives of others.'

Pope John Paul II

The School aims to promote Catholic values based on the teachings of Christ and to bring all members of the school community – staff, children, parents and governors – closer to God through the daily practice of those values in all areas of school activity.

Teaching and Learning Curriculum Policy

Content, Provision and Approach

Rationale

At St Michael's School we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities that help develop children's life-long love of learning.

At St Michael's School our curriculum is planned to ensure that every child has the opportunity to develop:

- *Socially, emotionally, intellectually, physically, spiritually, morally, culturally.*
- *Positive attitudes, healthy relationships and essential life and work skills.*
- *The ability to make informed choices, gaining experiences and developing responsibilities for their future.*
- *Resilience skills when learning and playing*

Aims

- Enable all children to reach high standards of attainment.
- Set challenging expectations of educational standards and achievement, acknowledging and challenging disadvantage and discrimination in all forms.
- Increase children's motivation, enthusiasm and engagement in their learning by making learning exciting and meaningful through putting it into a context.
- Value individuals and communities.
- Help children to become more independent and resilient to take greater ownership of their learning.
- Develop their confidence and motivation to learn through the use of a range of teaching and learning styles.
- Acknowledge specific individual needs and meet them as far as possible with available resources.
- Provide wide and varied education experiences, which are based on the Foundation Stage Curriculum, the Key Stage 1 and 2 National Curriculum.

- Enable pupils to receive an education that will serve them well beyond their primary school experience.
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.

Implementation of Policy

The Creative Curriculum

At St Michael's School in order to engage, inspire and motivate we actively seek out opportunities to make the learning more meaningful for the pupils. This is achieved in a number of ways, including:

- Making links across subjects through the use of topic work.
- Identifying areas of interest to capture pupils' curiosity.
- Using a range of teaching styles to encompass the different learners within the classroom.
- Planning themed weeks to encourage creativity and innovation.
- Incorporating local and national initiatives.
- Working with other schools and the local community.

Teaching and Learning

At St Michael's School we use a variety of teaching styles to ensure that every child makes the optimum amount of progress and to ensure that all learning styles are catered for in lessons.

At St Michael's School we recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery.

At St Michael's School we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children.

We achieve this in a variety of ways by:

- Difficulty, scaffolding where appropriate.
- Providing practical opportunities for kinaesthetic learners.
- Using visual stimuli and artefacts to promote interest.
- Using Teaching Assistants to support the work of individual children or groups of children.
- Using trips and visitors to further understanding.
- Group work to allow collaboration and develop thinking skills.

Enhancing the Teaching and Learning

- At St Michael's School teaching staff are encouraged to capture children's interest and broaden their experiences through using trips and visitors in school.
- Children's achievements are celebrated regularly through Curriculum Newsletters, displays in classrooms and shared areas around the school and during school assemblies.
- The school also engages in Whole School 'Theme Weeks' which are planned throughout the academic year.

Key Skills

St Michael's School believes that all children need to make good progress in these skill areas in order to develop their true potential.

The following skills have been deemed 'key skills' in the revised National Curriculum and are taught across every curriculum subject:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving

- Independent thinking

Teaching, Planning and Assessment of Core Subjects

English (Years 2-6)

Planning

- English is planned two weeks at a time using a set format as devised and agreed by the teaching staff. Planning is based on a novel that is read throughout a half term and which links to each class's curriculum topic. Teachers read the novel prior to planning to ensure as many links as possible are made to the text during English lessons i.e. writing pieces are inspired by events and characters in the book.
- Prior to each half term, teachers meet in teams (Year 1 and 2; Year 3 and 4; Year 5 and 6) to complete their medium term overview for each subject. Within the English section, teachers decide on the long and short writing tasks to be completed during each 2-week period, ensuring a coverage of a range of text types across the half term, and eventually the whole year.
- In addition, teachers plan the spelling, punctuation and grammar objectives to be taught each week trying, where possible, to link them to the text types and/or novel.

Teaching

- Each 2-week planning cycle begins with a 'cold task'. Children are given a long writing task without any teacher input. The purpose of this is to assess the children's current understanding of that text type and the features that should be included.
- Teachers use this piece of writing to inform planning for the subsequent lessons that will then lead to the 'gold task' (which is the exact same task as the cold but with success criteria provided) and therefore progress should be clearly evident between the two pieces of writing.
- In between the cold and gold tasks, teachers plan two SPaG lessons (preferably based on skills that can be used during the gold task); two text type lessons (linked to features or content of the gold task) and a short writing task which should have a specific focus (e.g. description, dialogue etc.)

- The composition of the gold task is spread over two consecutive days. After some teacher modelling or shared writing, the children use the skills they have been taught and the success criteria to write their initial draft of the gold task. Following the lesson, teachers mark the writing for spelling, punctuation and grammar errors.
- The subsequent lesson is a 'polishing' lesson. Initially, the children complete all of their spelling, punctuation and grammar mistakes. The teacher then uses some of the children's work (anonymously) to model how to improve ('polish') their writing. Children are then given sufficient time to complete polishing of a section of their own writing. This is completed on a strip of paper which is then glued into the margin next to the sentence/paragraph that has been improved.
- In Year 2 however (and for SEN children in years 3-6), it is the teacher who indicates which section of the work should be polished by highlighting in orange. The children then re-write the sentence/paragraph at the end of the piece of work underneath the subtitle 'polishing' which is also highlighted in orange.
- Once polishing has been completed, children are given the opportunity to carry out a peer review of each other's work. They identify something they like in the writing and something they think could be improved. This is recorded on a slip of paper which is then glued in underneath the piece of writing. The gold task is then re-marked by teachers according to the success criteria. Children are told what they did well and are given a 'next step'/'wish'. This is then completed at the beginning of the next English lesson.
- Comprehension is taught each Friday. Teachers use a variety of texts, videos and pictures linking them to the topic where possible. A range of comprehension skills (taken from the year group expectations) are explicitly taught using the chosen stimulus.

Spelling and Handwriting

- Spelling and handwriting is taught in short bursts of no more than 15 minutes throughout the week using a variety of strategies and games. Spellings are linked to one specific rule/pattern each week (taken from the National Curriculum).

- Children are given a differentiated list of 8/10 words to learn at home with a further two 'unseen' words being added during the test on Friday. This encourages children to learn the rule rather than just the given words.
- Children whose handwriting or spelling falls below the year group expectations receive a weekly intervention with a teaching assistant.

Targets

- English writing targets are updated weekly by the children.
- A target card is glued into the back of their exercise book.
- At the beginning of each week, they copy onto the target card, the new target (set by the teacher) for their group.
- Teachers ensure these targets match the skills to be taught/practised that week.
- Children are responsible for reviewing their own performance against the previous week's target. They write the date in the final column next to the target and highlight it green if they feel they fully achieved the target, orange if they feel they partially achieved the target and pink if they are not able to use the skill being reviewed.
- When planning interventions and support Children, teachers and TAs may refer to the target card to see which skills still need developing.

English (Year 1)

Planning

- English is planned weekly using a set format as devised and agreed by the teaching staff. Planning is based on a short story that is read throughout a half term and which links to each class's curriculum topic. Teachers read the story prior to planning to ensure as many links as possible are made to both the text and children's experiences during English and phonics activities.
- Prior to each half term, teachers meet in teams (Year 1 and 2; Year 3 and 4; Year 5 and 6) to complete their medium term overview for each subject. Within the English section, teachers decide on the long and short writing tasks to be completed during the half term, ensuring a coverage of a range of text types across the half term, and eventually the whole year.

- Continuous provision activities are planned weekly to allow the children to consolidate prior learning, practice new skills and develop independent learning.
- In addition, teachers plan the spelling, punctuation and grammar objectives to be taught each week trying, where possible, to link them to the text types and/or novel.

Teaching

- Teaching at the start of the week focuses on phonics, SPaG and sentence work, building up to an extended writing opportunity at the end of the week.
- Adult-led activities and continuous provision are linked, where possible, to the class story and Topic. Lessons run on a carousel system with the teacher and TA working with a group while other children access continuous provision. All children will work with both the teacher and the TA several times throughout the week, ensuring appropriate support and challenge.
- Following extended writing a 'two stars and a wish' format is used for marking. This allows the children to see two things they have done well in their writing alongside an independent improvement opportunity. All English work is marked daily on a 'red, amber, green' system allowing the children to know exactly how they have done. This also highlights when further support is needed.
- Comprehension is addressed and developed during independent and adult-led teaching. Verbal comprehension happens daily during English and Phonics lessons with a formal written comprehension lesson carried out once a half term.

Spelling and Handwriting

- Spelling and handwriting is taught in short bursts of no more than 15 minutes throughout the week using a variety of strategies and games. Spellings are usually linked to one specific rule/pattern each week (taken from Letters and Sounds).
- Children are given a list of 6 words to learn at home with a further two 'unseen' words being added during the test on Friday. This encourages children to learn the rule rather than just the given words.

- Children whose handwriting or spelling falls below the year group expectations receive a weekly intervention with a teaching assistant.

Targets

- English writing targets are updated as needed.
- A target card is glued into the back of their exercise book.
- Targets are discussed with the children to ensure they are aware of their individual focus.
- Teachers ensure these targets match the skills to be taught/practised by that child.
- Children review their own performance alongside the teacher in small groups during assessment week, once a half term. They then verbally set their next targets.
- When planning interventions and support children, teachers and TAs may refer to the target card to see which skills still need developing.

English (Early Years)

In the Early Years, Literacy is taught through the over-arching topic. Please refer to the Early Years policy for more details.

Phonics

- In Year 1, children receive four phonics sessions each week following the Letters and Sounds programme.
- In Year 2, children receive two phonics session each week following the Letters and Sounds programme.
- Children who are working below the year group expectations in phonics, receive a weekly phonics intervention.

Phonics (Early Years)

- Planning is based upon the Letters and Sounds scheme and supplemented and enhanced by other resources and adult-led activities. Children are introduced to new sounds through a systematic, synthetic approach, starting in Autumn 2 (after initial baseline assessments).

- After the initial baseline assessments, children are split into three ability groups to ensure that they are taught the appropriate phonics phase. Children who are not ready to be introduced to actual sounds, will begin with Phase 1 which concentrates on being able to hear and identify a range of sounds in the real world in order to learn and practise how to identify and blend sounds.
- Phonics is taught every day in Early Years. Each week the children will learn three new sounds (excluding the children working at Phase 1). These will each be taught through a four-part phonics session: recap, teach, practice and apply.
- Alongside the teaching of new sounds, children are also taught how to form letters (using the school's pre-cursive style).

Maths (Year 1- 6)

Planning

- Maths planning is based on the White Rose Hub schemes of work (found on the TES website). Teachers plan weekly following the objective sequence on the White Rose Hub termly overviews.
- Objectives are organised into blocks so that addition and subtractions skills are taught consecutively, multiplication and division skills are taught consecutively and so on. The majority of shape, space and measure objectives are taught either at the end of a term or during the summer term once all the numbers skills have been secured.
- Teachers use a weekly planning format that requires them to assign objectives from the termly overview to that given week. The specific objective to be taught each day e.g. 'add whole numbers with more than 4 digits' is added to the plan. The teacher then describes the independent task that each ability group will be expected to do that day. Planning has been simplified in this way in order to give teachers more time to prepare their resources and flipcharts.

Pre-learning

- Teachers begin each new week by giving all children the same pre-learning task. This is simply a series of questions linked to the objectives to be taught that week. This

enables the teacher to gauge an overview of where the children currently are with their understanding and allows teachers to observe any current misconceptions which can then be addressed during the subsequent lessons.

- Children who answer all of the pre-learning questions correctly will be provided with the more challenging work at an earlier point. A similar task is given at the end of the week to show progress.
- If any children answered all of the pre-learning questions correctly, they may be given an application question to demonstrate the progress they have made.

Teaching

- Teachers adhere to the school calculation policy to ensure that all methods are taught in the same way across the school with a consistent expectation of how work is set out.
- Children will be given a mixture of different tasks to do during the week such as written calculations, problem solving and reasoning activities, paired and group games and practical activities such as Maths of the Day.
- During the main teaching part of a lesson, all children are provided with a mini whiteboard and pen to encourage as much pupil interaction as possible.
- Children will be given access to additional resources such as cubes, 100 squares and multiplication grids to enable them to access the lesson if needed.
- If a teaching assistant is present during the lesson, they will support the children that are either showing signs of mis-understanding or children that would benefit from additional challenge.

Marking

- As much marking as possible is carried out during the lesson (by teacher or TA) whilst the children are working independently to provide them with instant feedback and so that misconceptions can be addressed immediately.
- If a child appears to be finding the work too easy, they will be given a more challenging piece of work. All books are then taken in at the end of the lesson so that

the teacher can complete the marking and give the piece of work either a green, amber or red stamp.

- Children receiving green stamps as a result of answering every single question correctly, should be given a further challenge at least twice a week. The challenge (which should deepen their understanding), is written or pre-typed in black and the pupil will complete this at the very beginning of the next maths lesson.
- If children have answered some of the questions incorrectly, due to minor calculation errors, they will be given an amber stamp and expected to complete their corrections at the beginning of the next lesson. If the teacher feels some scaffolding is required, this will be written next to the incorrect answer.
- Children that have answered most of the questions incorrectly due to not understanding the method, will be given a red stamp. They will subsequently either receive an intervention or may only require some verbal feedback at the start of the next lesson.
- If a large number of the class have received an amber or red stamp, the subsequent lesson will be adapted to address this whole-class misconception.

Targets

- Targets are reviewed at the end of each week. Children have targets cards glued into their maths books. They locate the relevant objective, write the date next to it and highlight it green, orange or pink according to their level of understanding. Again, any objectives highlighted pink, will be addressed with a small group intervention.

Maths (Early Years)

- Maths is planned based on the objectives taken from the Focus Education progression document. Maths is taught discreetly each day and throughout the week, each child will complete two focused maths activities.
- Wider Maths activities are available to access in the continuous provision areas (where observations are made for each child's learning journey).

Religious Education

Planning

- R.E. is taught in 4 week blocks according to the diocesan timetable. There are two 'other faith' topics taught each year which only require 1 weeks' worth of planning and teaching. Teachers follow the sequence of lessons outlined in the Come and See teacher book. They adapt the independent activities to meet the needs and abilities of their pupils ensuring that each learning focus is met.

Teaching

- At the beginning of each new topic, pupils glue into their books a cover sheet, 'Can I' self-evaluation grids and a big question/ 'I wonder' page. The children then attempt to answer the 'big question'. Teachers then spend the next four weeks following the 'explore', 'reveal' and 'respond' lessons as outlined in the Come and See teacher books.

Marking

- At the beginning of each lesson, children write the 'Can I...' title in their books. This learning objective includes the relevant year group driver words and is taken from the 'Can I' self-evaluation grids. These pieces of work can be marked in line with the marking policy, using a green, amber or red stamp. For one lesson in the topic, children will simply write a short title without the 'can I' question. For this piece of work, teachers complete a 'long marking' which consists of 'What Went Well' and 'Next Steps' in KS2 and 'Two Stars and a Wish' in KS1. These comments should include the relevant year group driver words.

Assessment

- At the end of each topic, children review their 'Can I' grids according to their understanding of the objectives covered. Children then complete their 'Respond' booklet to provide them with time to reflect on the topic, what they have learnt and how they feel the topic relates to or can help them in their own day-to-day lives. Children are also given time to go back to their 'Big Question' and add any further thoughts and ideas.
- To develop the children's AT2 and 'wondering' skills, all classes have a 'Wonder Wall'. This will display a picture that is related to either the topic or another relevant or

seasonal theme or topic. Children are given time to complete thought bubbles sharing their 'wonderings' about the stimulus.

Foundation Subjects

(Science, history and geography)

Planning

- Foundation subject objectives are taught within a two-year rolling programme to enable teachers to plan as a team and ensure progression i.e. all the Year 5 objectives are taught to Year 5 and 6 one year, then all of the Year 6 objectives are taught the following year.
- Teachers meet in year group teams prior to each half term to map out the foundation topic objectives to be taught. There is an over-arching topic title for the half term which all the foundation objectives are linked to regardless of subject e.g. Amazon Adventure and Penguins, Possoms and Pigs.
- Teachers use the Lancashire County Council planning documents as a starting point. This document indicates which subjects will be the main focus of the topic i.e. not every foundation topic is taught each half term.
- Long term planning ensures even coverage of all of the subjects over an academic year. The planning documents also out-lines the key objectives to be taught within each subject. Alongside this document, teachers also use the National Curriculum schemes of work to ensure all obligatory objectives/skills are covered.
- To ensure the curriculum meets the needs of the children, at the beginning of each new topic, children are provided with a 'hook' to introduce the topic. They are then asked about what they already know and what they would like to know. The children's responses then inform subsequent short term planning.

Teaching

- All classes are assigned two afternoons per week for topic lessons. Nevertheless, English and computing lessons may also be topic based during the week. Within this time allocation, teachers' short term planning will determine which subjects are

taught when e.g. one week may be two afternoons of science followed by a week of history.

- All written work is carried out in the same book as English to ensure the same high standards of literacy are met.
- Children will engage in a wide range of activities in order to meet the objectives e.g. written work, practical and physical activities, group work, activities involving ICT, speaking and listening etc.

Marking

- Pieces of work are marked in the same way as the short marking in English.

Assessment

- At the end of each topic, children revisit their responses during the pre-learning task and record what they now know. Teachers assess the children's knowledge and skills using Focus documents which are highlighted accordingly.
- A class grid is completed to show the extent to which the child met the topic's objectives with either green, amber or red.
- Based on this, teachers make a note of the skills that need to be addressed by the next class teacher.

Foundation Subjects

Art

- Each half term, children will produce at least one piece of art or DT work linked to their topic. In art, children are taught specific skills which they practise prior to producing a final piece.

Design and Technology

- In DT, children will research, plan, make and evaluate in order to produce a final product. Evidence of art and DT can be found in children's individual clear folders and

black sketch books. Art and D&T are assessed in the same way as other Foundation subjects, using the colour-coded grid.

Music

- Music is currently taught by a music specialist who visits school once a week. She plans her lessons to ensure the curriculum objectives are met in each year group and assesses the children at the end of each term.

Computing

- A whole school progression document ensures that a range of programmes and skills are taught progressively throughout the school (i.e. Kodu and Scratch are taught progressively and not repeated in each KS2 class).
- Teachers follow the Primary Computing planning scheme. This scheme is then supplemented and enhanced by additional resources and activities linking to the overarching topic.
- Microbits are also used in KS2 to allow children further experiences with computer programming and how this is used in real-life situations.
- Teachers also ensure that each half term, their planning includes regular, age-specific e-safety lessons. Computing is assessed in the same way as other Foundation subjects, using the colour-coded grid.

French

- Teachers use the Rising Stars scheme of work to plan a series of French lessons per half term according to where they are in terms of language skills.
- This scheme also provides resources which teachers may choose to adapt and supplement.

Physical Education

Progression and Continuity in the Curriculum

At St Michael's School we ensure progression and continuity in the curriculum by:

- Use of planning documentation.
- Dividing up and organising NC Programmes of Study.
- Subject co-coordinators have overview of whole school planning for their subject.
- Regular discussion in planning teams to review planning and discuss standards.
- Focus skills and knowledge books matched to the Programmes of Study are used to ensure coverage
- Moderation of standards achieved in Key Stage teams and whole school/across school agreement trialing.
- Planning in teams to avoid duplication.
- 2 year rolling programme

Assessment

- St Michael's School has policies for Assessment and Monitoring of the curriculum.
- Children have their own tracking record in Reading, Writing, Numeracy and foundation subjects are assessed against NC levels at the end of each half term.
- St Michael's School has separate tracking records for pupils on the SEN register so progress can be monitored more closely.
- We follow the principles behind 'Assessment for Learning' and encourage children to self/peer evaluate their learning.

Reporting on Pupil Attainment

At St Michael's School all work carried out by the children is monitored and evaluated.

- A written school report is made available to parents termly.
- Parents are invited to Parent/Teacher/Child Consultation meetings in the autumn and spring terms.
- The Governing Body receives regular reports on pupil attainment compared to the national picture and similar schools and pupils' prior attainment.

Target Setting

- At St Michael's School all pupils are set 'next learning steps' in their learning through teachers' marking and feedback to pupils.
- The Governing Body, Headteacher and the EDP set the statutory targets in the autumn term for those pupils reaching the end of Key Stage 1 and 2 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis.
- Using the annual early summer assessment levels as a base, end of year targets in Numeracy, Writing and Reading Comprehension are set for each child in pupil progress meetings.
- The school maintains comprehensive tracking data for all pupils in Literacy [Reading and Writing], Maths and ICT. National Curriculum targets in the form of levels are set for Literacy, Maths and progress monitored.

Homework

- Homework at St Michael's school is used to practise and promote basic skills. See separate homework policy.

Children with Special Educational Needs

At St Michael's School we recognise that there will be children who have special needs and we have a firm commitment to inclusive education wherever possible. These children may have a physical disability, cognitive or sensory impairment or be able, gifted and talented children for whom extra provision is required. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

Gifted and Talented Children

At St Michael's School we have a commitment to meeting the needs of all children, including those with a high level of ability in one or more areas. It is our responsibility to maximise the skills, strengths and talents in all children, enabling them to reach their full potential.

Monitoring and Review

At St Michael's School we have named governors for all curriculum subject areas. The governors liaise with subject leaders of these areas, during the course of governor visits and monitor closely the way the school teaches these subjects.

At St Michael's School we regularly monitor and compare our school's national tests and exam results against national and local benchmarks, as well as with similar schools.

At St Michael's School we are aware of gender difference in our pupils' attainment. We analyse pupils' performance and develop strategies within our curriculum delivery to address imbalances where they occur.

At St Michael's School we maintain systems for monitoring pupils' progress to enable us to estimate and predict annual progress and with this information we set targets to challenge and improve pupils' attainment.

At St Michael's School we moderate pupils' work and ensure we agree pupils' levels of attainment and evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our school.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to Mrs Bruton