

Broad Square Primary School



Teaching, Learning and Assessment Policy

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Updated on:	Changes made / notes:
January 2022	Review of curriculum, teaching and learning. D.Mc Changes to assessment tracking systems MB Changes to EYFS curriculum reforms.
July 2022	Update of subject planning and implementation.

Signed (Headteacher)
Date: September 2022
C. A. Foden

Signed (Chair of Governors)

A handwritten signature in black ink, appearing to be 'J. Price', is written over a faint, circular stamp.

BROAD SQUARE PRIMARY SCHOOL

Teaching, Learning and Assessment Curriculum Policy

Our values are:

**Excellence, Responsibility, Respect, Community, Enjoyment, Compassion
and Perseverance**

Our mission is to ensure that all pupils fulfil their true potential, so that every child that leaves Broad Square will do so with the best life chances. Our school values underpin all that we do within school and our work with parents, governors and outside agencies. They also shape our curriculum and teaching approaches and guide our behaviour.

AIMS OF THE POLICY

This policy, has been created by and agreed upon by the Senior Leadership Team, teaching staff and Governing Body. This policy should be read in conjunction with other school policies (e.g. subject policies, feedback policy, behaviour policy etc.) that are all available on the school website or from the school office.

At Broad Square Primary School we are committed to high quality teaching, learning and assessment to raise standards of achievement for all children. We strive to develop the whole pupil, making learning enjoyable, accessible and with a clear purpose. We will provide a curriculum which is engaging, exciting, challenging, dynamic and relevant to our children. Curriculum leaders will strive to make their subjects the best that they can be. Everyone will show pride in their work and our curriculum will celebrate cultural diversity and inclusion.

We aim to provide our children an education which will enable them to be personally fulfilled and to become socially, morally, emotionally, intellectually, spiritually and culturally integrated members of society.

Curriculum Provision at Broad Square

The aim of the National Curriculum in England is to:

“provide pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.....

.....The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.”

Broad Square Curriculum Statement

Our unique curriculum stems from our school values: **Excellence, Enjoyment, Responsibility, Respect, Community, Compassion** and **Perseverance** and has been designed to reflect that life at Broad Square is rich, varied, inclusive, exciting, challenging and inspiring.

Our broad and balanced curriculum promotes pupils' spiritual, moral social and cultural development and provides opportunities for pupils to:

- **Be happy, enthusiastic and reflective learners who enjoy and take an active part in lessons;**
- **Think creatively, engage in problem solving and develop their resilience and perseverance;**
- **Become responsible, rights-respecting caring and compassionate citizens who appreciate diversity and make a positive contribution to our school and wider community;**
- **To develop their confidence and their capacity to learn and work independently, respectfully and co-operatively with others;**
- **To develop their knowledge, skills and understanding in all areas to enable them to make rapid and sustained progress;**
- **To demonstrate excellence in all aspects of school life, academically and personally striving to achieve their best.**

Context

We believe that immersing children in experiential learning deepens their understanding of concepts and allows them to apply knowledge and skills across the curriculum. Our children benefit from visiting places and hearing experts speak; opportunities that they otherwise would not benefit from.

Being part of a vibrant city is a cause for celebration for us and the children learn about the heritage, culture and diversity of our city and their immediate local area through our curriculum.

We constantly review our school values how these are woven throughout our curriculum and whole school life. Equality is promoted throughout our curriculum and during assemblies to ensure that children recognise the value and promise of every individual, regardless of culture, background or religion. Assembly themes include: **Democracy:** A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. **The rule of law:** The need for rules to make a happy, safe and secure environment to live and work. **Individual liberty:** Protection of your rights and the rights of others around you. **Mutual respect & tolerance of different faiths and beliefs:** Understanding that we all don't share the same beliefs

and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them. **(Including reference to British Values, Faiths around the World and UNICEF Human Rights of the Child)**

Implementation & Organisation

Our curriculum, alongside the National Curriculum, promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and experiences of later life.

At Broad Square a full range of national curriculum subjects are delivered in order to offer all of our children a broad and balanced curriculum. These include: English, Mathematics, Science, History, Geography, Art and Design, Design Technology, Physical Education, Music, MFL (French) and Computing. We use a range of teaching strategies that take into account the ways in which children learn in order to foster engagement, motivation and creativity.

We also provide a curriculum that embraces: PSHE, P4C, RE, and British Values. Messages around keeping safe including 'Safer Messages' are merged within our whole school curriculum as well as being taught as stand-alone learning opportunities. Opportunities for children to learn about the importance of attendance are woven into lessons at Broad Square.

Along with a daily diet of English and Maths, we organise our timetables so that we teach most subjects weekly. EYFS and KS1 timetable some of their subjects into blocks enabling children to be immersed in the knowledge and experiences. We enrich the children's learning experiences through visits, visitors, themed days and extra-curricular activities, including guest speakers who inspire, talk about careers, future ambitions and life skills the children will need to become the best they can be. In addition, extra-curricular activities are offered to children throughout the year.

We plan sequences of lessons that are focused on key learning outcomes from the National Curriculum, ensuring children learn and remember key building blocks in a progressive manner. Carefully planned opportunities for children to demonstrate learning are woven into our curriculum. Lessons are delivered so that children take an active part. Opportunities are given for children to revisit and overlearn key knowledge and vocabulary. Our classrooms are inclusive, believing that quality first teaching, led by a qualified teacher is paramount. Children who need support are provided with support and scaffold and modelling. Careful questioning and discussion supports learners to develop their thinking. Children who may need further support are ideally given same day additional small group interventions.

Language is a key focus for us, both to develop the children's communication abilities, and also to provide them with the rich and specific vocabulary from across the curriculum, further enhancing their subject specific knowledge and understanding. Explicit teaching of vocabulary within lessons helps assist in deeper learning experiences.

We know how vital it is for students to see themselves positively as 'readers' who *want* to read. Working with them to develop their reading skills can lead to significant gains for young people, personally and academically. We encourage the use of reading across the curriculum to enhance their learning experiences. The Opening World Humanities Curriculum uses '10 high leverage teaching techniques' alongside the use of quality texts.

By focusing on decoding, word comprehension skills and reading fluency, we can build the confidence of readers and encourage more students to *genuinely* read for pleasure. Whole class daily reading lessons which focus on developing reading comprehension further develops their skills in reading and understanding the texts. Teachers celebrate reading through our daily reading pledge offer in all classes where we share a range of literature.

Our curriculum, alongside the National Curriculum, promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and experiences of later life.

We use a mastery approach across the curriculum where key knowledge is built sequentially and revisited in a range of contexts, with the aim of allowing pupils the opportunity to transfer knowledge, skills and understanding across subjects. This mastery approach reflects our high expectations for all and facilitates equal access to age-appropriate content. It ensures that depth of knowledge and understanding is sought for all children by teaching staff.

Feedback and presentation policies provide clear guidelines to support outstanding teaching and learning.

Behaviour policies and procedures provide clear guidelines to ensure that poor behaviour does not interrupt progress.

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subjects/topics for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework (Development Matters)
- Read to Write, Pie Corbett 'Talk For Writing' and Jane Considine 'The Write Stuff' for English
- Power Maths (recommended by DfE) and NCETM materials for mathematics, supplemented by White Rose Hub
- Monster Phonics (DfE accredited)
- Opening Worlds Humanities Curriculum for teaching History, Geography and RE in KS2

- Teach Computing Scheme of Work for Computing
- Our school has used materials from the Science association to support planning
- Art and DT are carefully planned and exclusive to our school and locality
- We are a legacy school for the teaching of PSHE Jigsaw and keep ensure we are up to date with statutory guidance through the use of the learning hub.

The curriculum is led by the senior leadership team and subject leadership team so that there is a consistency in approach across the school.

Impact

We know our curriculum is having an impact because the children tell us they love learning and take great pride in their achievements. We love to show off their learning through our news-letters, inviting parents to take part in special open morning classes, as well as celebration assemblies.

Children talk confidently about what they have learned and recall information from previous lessons. They are encouraged to make links between lessons to fully understand concepts and ideas.

The learning attitude shown by our children is excellent as they are motivated and engaged in their learning. Comments echoing this are often received from visitors to the school and on school visits. In addition, we have developed a strong bond with a variety of local groups who are keen to be regular visitors to our school.

Our school values which work on promoting skills of excellence, responsibility, respect, community, enjoyment, compassion and perseverance throughout the curriculum enables our children to become fantastic role models and the very best version of themselves.

Visitors from neighbouring schools often come to see our school; how we have devised our curriculum and the subjects within it, to see how they can learn from us here at Broad Square. We also see many of our staff extending their expertise when presenting at other local schools and universities.

Parents speak highly about our school, sharing these positive views during parental questionnaires and on Parent View.

We carry out regular monitoring and assessment in all subject areas and use this to inform future developments in our school. (See Assessment below)

The learning environment:

- Subject displays around the school are updated as the year progresses and in line with the school display expectations and reflect the subjects taught. In classrooms 'Working Walls' are used as an aide to drive pupil progress through different topics in English and Mathematics.
- Teachers create purposeful climate for learning in all classrooms, ensuring children are safe, engaged, challenged and supported. This climate for learning and care of pupils is mirrored on extracurricular visits as well as learning in other areas of the school.
- The school ensures that we take all reasonable steps to ensure staff and children in their care are not exposed to risks. Staff are instructed to constantly make dynamic risk assessments of all areas of the school and pupil groups to ensure that learning is safe. Site managers provide daily site checks and weekly equipment checks and records findings, any issues are immediately dealt with.

The Role of Subject Leaders:

All areas of the curriculum are looked after by a designated member of staff (the subject leader). Leaders are allocated an hour per week to develop their subject areas when timetabling allows. Subject leaders have a variety of roles; these include:

- Taking the lead in policy development and the production of schemes of work and long-term planning, designed to ensure progression and continuity in their subject throughout the school, based on NC expectations.
- Ensure that key themes are sequenced so that there is a clear sequence and key concepts and skills are being built upon.
- Providing guidance to ensure that vocabulary is taught to show progression.
- Supporting colleagues in their development and implementation of the scheme of work, and in assessment of the subject.
- Develop and monitor there area on our website.
- Monitoring progress in their subjects and advising the Headteacher and SLT on action needed; taking responsibility for the purchase and organisation of central resources for their subjects.
- Keeping up-to-date on subject development through reading and attending relevant CPD. Then ensuring that this is fed back to staff in a timely manner.

Subject Leaders and teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning and embed skills in a variety of contexts.

Assessment

The national picture for assessment in schools has never been more complicated for children and parents to understand. We hope that we can explain our ethos for purposeful assessment and how and why we carry out assessments.

We have developed subject specific milestones for each year group, enabling teaching and learning to build progress based on children's knowledge, skills and understanding in each discipline. Children are formatively (throughout each lesson) and summatively (at the end of a unit or topic) assessed against these age related expectations, using a range of written assessments, questioning, pupil voice and observations each term. This informs our future planning and enables any gaps to be identified and narrowed effectively.

Judgements are moderated robustly both internally and externally, enabling consistently high standards and expectations across the school. Strengths and examples of good and outstanding practice are shared with all staff to promote excellence within our team.

Insight Tracking is used to report the attainment of all children in Reading, Writing and Maths. This enables staff to build a comprehensive picture of each child's prior learning and informs intervention groups, strategies and planning. Assessment information is shared with SLT and Assessment leads once a term.

Workload

In line with the Department for Education *Reducing Workload: Data Management Workshop* recommendations, we have worked hard to streamline practice whilst positively impacting on pupil outcomes. Assessment leader and Senior Management reflect carefully on how much time is taken to set assessments, collate, analyse and interpret the data created from these. Reflecting continually on our approach enables us to adapt any practices that have a disproportionate effect on teacher workload. In accordance with *Making Data Work* from the 'Teacher Workload Advisory Group', we have three data collection points a year which are used to inform clear actions for pupils.

Assessments in the Core Subjects (including Statutory Assessments):

Assessment in EYFS

As children enter our Reception they will complete a Baseline Assessment to set targets for their future education, this is completed in the first 6 weeks. This is something that is statutory and is done in all UK primary schools. Children in Reception that have transitioned from Nursery will have a thorough, long running assessment profile on them as they transition into Reception. Children that enter our school from a previous outside setting/provision will provide school with relevant assessment information.

As children leave Reception they will be assessed as achieving expected age-related expectations (meeting their Early Learning Goals) or not. Children within Nursery have observation checkpoints to help staff notice whether a child is at risk of falling behind in their development.

Assessment in KS1

In **Year 1** all children will complete the statutory Phonics Screening Check – this is to assess their knowledge of all of the sounds.

Children who did not achieve a pass in Year 1 will retake the Phonics Screening check in the summer term of **Year 2**.

In **Year 1** and **Year 2** children will be assessed in:

- Reading
- Writing
- Maths
- GPS (grammar, punctuation and spelling—year 2 only)

In **Year 2** children complete their KS1 Statutory Assessments in;

- Reading
- Writing
- Maths
- GPS (grammar, punctuation and spelling)

Phonics Assessment in EYFS and KS1

All children will be assessed termly on their current scheme of learning via Phonics Tracker. Children will be reported as working below or achieving age expectations or performing at greater depth.

Assessment in KS2

Children will be assessed termly in:

- Reading
- Maths
- GPS (grammar, punctuation and spelling)
- Writing (termly)

In **Year 4** children will complete their multiplication tables check (statutory assessment) - this is to determine whether Year 4 pupils can fluently recall their multiplication tables. School will use the results from the check to identify pupils who require additional support.

In **Year 6** children sit their **KS2 SATs** (Statutory Assessment Tests)

We always ensure that any written assessments are completed in a calm, familiar environment and we use assessment data to support our children and further develop our curriculum provision.

Assessment in Science and the Foundation Subjects

Our curriculum is the progression model and regularly assessed against learning focuses from current and past using formative assessment. Retrieval practice is essential to help children embed their learning into their long-term memories and build scheme. Assessment is ongoing and woven into the children's teaching and learning. Teachers use questioning, observations and longer written tasks to ensure that children are achieving and engaged in their learning. At the end of some subjects' children are given the opportunity to answer a deeper question to show their disciplinary understanding.

Special Educational Needs and Disabilities

Broad Square Primary School are proud of the Inclusion Charter Mark (Silver Award) that we have, and all staff set high expectations for all children and plan to ensure that there are no barriers to every child achieving. Where a child is identified as having special needs a programme of support is agreed between the SEND coordinator (Miss Jones) and class teacher. Where necessary, support may be sought from outside agencies following consultation with parent(s)/carer(s). (See SEND policy)

More Able and Skilled Pupils (MAS)

Broad Square Primary School are proud of our MAS children and relish the opportunity to provide a challenging, rich, mastery curriculum; ensuring the highest possible standards both educationally and socially for these pupils. Teachers understand the importance of posing questions for depth to pupils, supporting them to make connections, hypothesise, debate and synthesise information.

Early Years Foundation Stage (EYFS)

Children in Nursery and Reception follow our EYFS curriculum, which has been carefully designed to be an effective Early Years Curriculum that builds on the strengths and meets the needs of the children we work with.

It guides, but does not replace, the professional judgement of our EYFS practitioners. The curriculum consists of everything we want children to experience, learn and be able to do. It meets the requirements of the educational programmes in the statutory framework for the Early Years Foundation Stage (EYFS).

We use Development Matters to shape our EYFS curriculum. This focuses on developing children's skills and experiences, building on their previous experiences and preparing them to successfully access the Key Stage 1 curriculum.

The seven areas of learning and development are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We fully support the principle that young children learn through play, and by engaging in well planned structured activities. Our curriculum is based around carefully planned topics that are implemented in a variety of ways through whole group, small group and individual situations. Continuous provision, using indoor and outdoor environments, is carefully planned and enhanced. Communication and language is a priority in EYFS and practitioners work with children to ensure that interactions during child initiated and adult led sessions are literacy rich. Resources and activities planned by practitioners are specifically designed to develop subject specific vocabulary and sentence structures from an early age.

The aims of our EYFS:

- Provide a structured, secure, caring and very well-resourced learning environment; both inside and out, which meets the individual developmental needs of all children.
- Enable all children to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own future learning.
- Build strong links with parents and families from this young age.
- Promote home/school communication to best support our children.

Assessment in the EYFS:

Ongoing assessments take place daily within EYFS in a variety of ways as practitioners make observations of children in a variety of situations within the environment. We capture significant 'WOW' moments and these are recorded through a secure, cloud-based system 'Evidence Me'. A range of work is also collated in children's learning folders and work books. Samples of work and observations are shared with parents regularly via Evidence Me and in parent/carer meetings. Parents are encouraged to share observations of their children from home with practitioners in school.

Monitor and review

The Headteacher, governing body and School Improvement Partner are responsible for monitoring the way in which the school curriculum is implemented.

The Curriculum Leader is responsible for the monitoring and reviewing of all curriculum planning and ensuring all subject leaders and teachers receive relevant, high quality CPD opportunities.

This policy to be reviewed on a 2-Yearly basis.

Member of staff responsible:

Date Policy written: July 2022

Date to be reviewed: July 2024