



## CURRICULUM POLICY

### **School Aims**

As this policy underpins all our teaching and learning – our core activity, we felt it appropriate to include our Mission Statement and School Aims in its entirety.

***“Building a life-long love of learning in a safe and happy school”***

Loughton Manor First School is a partnership. Children, staff, parents and governors all working together to promote our aims for all pupils to:

- be happy and motivated learners.
- want to achieve their best.
- be excited and enthused by new knowledge.
- think and work creatively.
- feel valued and secure, respecting themselves, and others.
- want to be good citizens, becoming responsible and effective adults who can work co-operatively, collaboratively and independently.
- develop skills and knowledge required for the modern technological world.

These shared beliefs and attitudes will support the achievement of our aims:

- We are committed to maintaining high standards of teaching and learning through professional development for all staff.
- The children are our inspiration.
- We enjoy our work.
- We are a well-informed, organised school community.
- We work co-operatively as a team recognising each other's strengths, and giving one another support.
- We provide an attractive and stimulating environment in a welcoming and friendly school.
- We make opportunities for all families to be involved in school life.
- Our curriculum is broad, balanced, creative and challenging.
- Everyone is important and valued.

### **Specific Aim**

The Specific Aims of this Policy are:

- to provide staff with clear guidance on shared and agreed expectations for the following:

pupil organisation                      planning                      key principles of pedagogy  
classroom organisation                      presentation of pupils' work  
display                      marking

- to ensure a whole school approach that permeates all aspects of our teaching.

## Introduction

This is our main curriculum policy, appertaining to all areas of work. Therefore it is a comprehensive document which details elements of current practice.

The curriculum is the whole experience provided by the school for each pupil. It is much broader than The National Curriculum. Therefore it embraces experiences other than the accessing of knowledge, concepts, skills and understanding within subject areas.

The curriculum embraces all areas of school life and the so called 'hidden curriculum' aspects are as important as the defined subject. This includes the expectations of staff and pupils with regard to spiritual, moral, social, aesthetic and physical development. It includes the school's culture or ethos, and the commitment of everyone to the development of a supportive and positive environment where enthusiasm for learning abounds in an atmosphere of trust, respect and enjoyment.

## Teaching

We enjoy making our teaching stimulating, focused, challenging and creative. We take into account the age, gender, interests, experiences and culture of the children.

As a staff we aim to work collaboratively to ensure the development of our strengths and of a curriculum which is broad, balanced and relevant with progression and continuity, focused on clear learning objectives.

We use the phrase "We are learning to" (W.A.L.T).

Our teaching will provide opportunities for:-

- enjoyment and creativity.
- development of key skills.
- exploration and experimentation.
- discussion and collaboration.
- direct modelling of skills.
- questioning.
- observation.
- independent learning.
- the development of a rich vocabulary. **It is important that the vocabulary encompasses subject-specific terminology.**

## **Learning**

We believe children should be aware of and seek to achieve their potential – socially, emotionally and academically. We aim for our children to leave school with a love of books and a positive perception of themselves as learners.

We aim to encourage the development of independent learning skills and to promote self-esteem through success in a positive learning environment.

We believe that all children should be enabled to employ their abilities with confidence, and that learning should be a meaningful, satisfying and enjoyable activity.

Learning experiences should provide sufficient variety to enable each child to understand ideas and processes and make the best possible progress.

Learning experiences should encourage fascination, curiosity, questioning and the desire to challenge and be challenged.

Children should be fully involved with all aspects of their learning, including the recognition, evaluation and assessment of their achievements.

We believe that children learn through the application of their skills and/or knowledge in relevant contexts.

## **Pupil Organisation**

Throughout our teaching pupils will be grouped in a variety of ways appropriate to the task including:

- whole school
- year groups
- whole class
- ability groups
- mixed-ability groups
- friendship groups
- pairs
- individuals
- mixed-age groups
- gender groups (in line with our equal opportunities policy)
- specific special needs and/or disability support groups

## **Higher Achieving Pupils**

Meeting the needs of our higher achieving pupils, and those with particular talents such as art, music, sport, is part of our commitment to ensuring suitable educational opportunities for all. We have high expectations of achievement and are committed to providing:

- a positive, inclusive culture.

- an attractive learning environment .
- a rich and challenging curriculum.

This enables all children to maximise their potential and includes those children who display a particular ability or talent.

We recognise the needs of the higher achieving child within a framework of equal opportunity and inclusive teaching, and provide opportunities for more able children to develop their specific skills and talents.

We do this through:

- Having high expectations.
- Well-developed assessment for learning.
- Tasks/questions that are designed to take account of levels of existing knowledge, skills and understanding.
- Planning challenging open-ended tasks.
- Varied organisation for learning – setting, withdrawal, use of teaching assistant.
- Specialist teaching.
- Personalised progression.
- Encouraging the researching of topics using the internet (age-appropriate).
- Curriculum choice/flexibility.
- Promoting ‘learnability’ qualities.
- Allow children to deepen understanding through mastery.

In addition, we aim to:

- Maintain an ethos where it is OK to be bright.
- Encourage all children to be independent learners.
- Recognise and celebrate achievement.
- Provide work at an appropriate level.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Provide opportunities for all children to work with like-minded peers.
- Make opportunities for more able and/or talented pupils to work together.
- Provide opportunities for performance.
- Provide opportunities for pupil leadership/peer mentoring during Talk Partner activities.

## **Planning**

Our planning reflects a common understanding of aims, objectives, key skills and priorities.

It shows progression and scaffolding opportunities.

All the National Curriculum subjects and R.E. are covered with varying degrees of depth, appropriately weighted.

The school day is 32.5 hours in length. This includes the time in each day from the official start of the school day to the official end to the compulsory school day. This includes break and lunch time as well as teaching time as well as any extra-curricular activities that **all** pupils are expected to attend. It does not include optional before or after school provision.

Our planning allows for integration and the overlapping of subject content. Care is taken to ensure that all subjects are accessed during the school year. The planning is organised through long, medium and short term plans for Foundation Stage and Key Stage One.

Our planning framework has been developed from The National Curriculum. This is used as the basis of our long and medium term plans together with the following schemes and documents. The majority of these are treated as flexible resources.

#### Development Matters

The Early Years Foundation Stage Profile

The National Curriculum Subject Documents

The National Curriculum for English

Literacy Tree

Monster Phonics Scheme

The National Curriculum for Mathematics

Plan Bee schemes of work

Active Music Digital in KS1

The MK Music Service Schemes of Work for FS

Primary Stars Maths Scheme in KS1

Mastering Number

Teachers of parallel classes plan weekly, working closely together sharing resources, expertise and preparation.

English and mathematics plans are drawn up weekly in the light of a review of the previous week's work. For Maths we follow Primary Stars. For English we use Literacy Tree.

Medium term plans are summarised on a planning overview grid which is monitored by SLT and Subject Leaders. We have half termly plans on the school website to give parents information. These half-termly plans give broad topic titles to the blocks of work to be undertaken and subjects are linked where there is complementary content or similar skills. Where subjects do not fit well within the topic they are allowed to "stand alone" but are still identified on the overview plan. Parentmail is sent to parents weekly, to give specific information and an overview of the week.

Staff discuss the previous week's plans during planning meetings and these are amended and used by teachers to assist in future planning, for both the following week and the following year. This allows for adjustments to be made based on frequent evaluation of children's progress and subject coverage, making for a responsive approach to pupils' needs.

## **Classroom Organisation**

We provide an environment that supports and encourages learning (both through its resources and our attitudes).

Each classroom contains those resources which are needed by the teachers and children on a daily or regular basis. Such resources are clearly labelled and stored within easy reach.

Each classroom or year group is organised to include:-

- An interactive whiteboard
- A display of agreed classroom values
- A reading area
- Staff laptops
- A carpet space large enough for the whole class to sit comfortably with sight of the teacher and whiteboard when required
- A large hundred square on the wall at the children's height
- Alphabet friezes, number lines, wordbanks, vocabulary list suitable to the ages and stages of children within the class
- Individual pupil whiteboards
- A Working Wall
- Maths/English/Phonics/Topic display boards depending on age and stage of the children in the class

There is a year group set of iPads in Key Stage One.

## **Presentation**

Pupils' written and recorded work is presented in the following forms.

In Key Stage One each pupil has a book for English, a book for Phonics, a book for maths, a Science book, a Geography/History book and a RE/PSHE/Computing/Art/DT book. Worksheets are stuck into these books to show progression of each learning objective/topic and the use of key skills. In FS2 each pupil has a Literacy/Phonics book and a Maths evidence book.

A variety of writing and drawing tools are used appropriate to the task being undertaken. Written work is generally done with HB pencil at the first draft stage. All classes have writing pencils, coloured drawing pencils, handwriting pens, coloured felt tipped pens and rulers available. These should be in good condition at all times. These tools should be easily accessible to pupils who are encouraged to make choices about suitable tools to use.

## **Display**

Displays should:-

- represent all curriculum areas.
- include interactive displays with a 'hands on' element.
- represent both 2D and 3D work.
- be mounted attractively, indicating where appropriate if the mounting has been by pupils.
- provide a balance between teacher display and the display of pupils/work.
- represent a multicultural ethos.

Generally, unmounted work should not be displayed unless on a working wall. Some larger artwork may be the exception to this.

A variety of labelling representing handwritten, computer generated and cut out template lettering, all of these in upper and lower case as appropriate should be employed. Situated in the reception area is a glass display cabinet for displaying 3D delicate objects and artefacts.

### **Feedback (Marking)**

The most effective marking is done with the pupil so that a dialogue about the assessment can be held. Teachers should mark pupils' work with the child wherever possible, or provide opportunity for feedback as soon as practicable. This is especially true for younger pupils.

Feedback (marking) is essential to teaching, learning and assessment in our school. Regular feedback informs teaching and learning, enabling lessons to be adapted and reshaped to meet the needs of all pupils. Children need to be given time to respond to their feedback in order for it to impact on learning. Frequent dialogue with pupils about their learning and next steps should be embedded within the culture of the school.

Written feedback should relate to the learning objective. All work is reviewed or responded to promptly so that it can inform planning and pupil's learning.

**Summative marking/feedback:** This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong. This can also be marked by the children, as a class or in groups, e.g. a spelling test.

**Verbal Feedback:** Research has shown that immediate feedback has the greatest impact on closing gaps in learning. Therefore, much of the feedback given to children is more likely to be verbal than written. This is particularly important with our young children where they may be unable to read a written comment.

In KS1, half-termly one-to-one pupil conferences take place in order to review recent English work/progress and to help children understand the next appropriate steps in their learning. Children are encouraged to consider: What is going well? What could make it better? Pupils are guided to consider and understand their next steps.

**There are four main types of next step task:**

- 1) **Scaffolding**- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
- 2) **Find and Fix**- Signposting work to improve with a clear focus. E.g. Simple spelling errors, full stops, capital letters etc.
- 3) **Consolidation**- A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently.
- 4) **Further Challenge / Stretch**- A child has demonstrated secure understanding during the lesson and so is offered challenge or a new context.

Within the Conference session, pupils and teachers identify areas in recent work where children can demonstrate one or more of the above tasks. This should be annotated with the code 'CR', (as above). It may be necessary to add a slip of paper to an old piece of work or create a new entry.

**Formative marking/feedback:** This is used for a more substantial piece of work such as a piece of writing. Teachers will use their professional judgement to decide whether work will simply be acknowledged or marked in detail and feedback shared as part of an English lesson.

A 'tick' is only appropriate in clearly 'correct' aspects of tasks. e.g. calculations in number work. Incorrect answers should be indicated with a ? or a dot not an x. The teacher should discuss the error, offer support as necessary and allow the opportunity for the pupil to correct their work.

Erasers should not be freely used by the children. Children should be encouraged to put a simple line through a mistake so that the teacher can see what had been originally written.

Correction of spellings should be dealt with sensitively and appropriately to a child's age and ability. Generally it is most appropriate to target a limited number of words to correct, e.g. a common word frequently mis-spelt, or a particular type of spelling error. Appropriate strategies for learning to spell should be offered. The use of 'word tries' and the 'look, cover write and check' method should be known to all pupils from KS1 onwards.

When marking artwork, or final drafts comments, when needed, should be written on the back, not the front. Teachers should always be sensitive to the pupil's ownership of their efforts and respect their work, both in their written and oral feedback.

In KS1 English books, the following feedback coding is used:

<b>Code</b>	<b>Meaning</b>
<u>(I)</u>	<u>Independent</u>
<u>(TS)</u>	<u>Teacher support</u>
<u>(TAS)</u>	<u>Teaching Assistant Support</u>



<u>VF</u>	<u>Verbal Feedback</u>
<u>CR</u>	<u>Conference Reflection</u> <u>(Retrospectively acted upon)</u>

After a KS1 writing task, Whole Class Feedback sheets are completed and collated for each class in chronological order. WCF sheets are used to provide mini feedback sessions. These are delivered as soon as is practicably possible following the lesson in question. A more detailed summary of Whole-class feedback can be found in the Appendix.

**Reading Homework** Teachers collect in children's reading diaries on a weekly basis a) to check that home practice is being undertaken, and b) to give feedback and encouragement. If a child does not bring in their book bag or are not reading at home 3+ a week, an informal discussion will take place between teacher and parent to encourage this. If a change does not occur, teachers will speak to the headteacher who will become involved at that point.

### **Parent Partnership**

We actively encourage parents to be involved in their child's learning through parent consultations, attendance of curriculum workshops, half termly and weekly planning information and end of year reports. Children's progress and attainment is discussed throughout the year and next steps for learning are given.

### **Monitoring and Evaluation**

See the school's M and E Policy which addresses all aspects of curriculum monitoring via a structured schedule.

### **Review**

This policy will be reviewed annually by the Assistant Heads at the start of the Autumn Term, and presented to the Governors' Autumn Term Curriculum Committee.



## Appendix

### **“RAISING STANDARDS”**

QUALITY – wording of the following statements is from LMFS staff through discussion and agreement. This was originally produced on 2.9.98 when working on school culture and ethos, and was updated in a staff meeting on 21.10.15 and again on 2.11.20. Highlighted in green are statements from 1998 which were duplicated in 2015 and highlighted in yellow are additional statements as a result of the 2015 discussions. Highlighted in blue are additional statements from the 2020 discussions.

#### **Quality in our everyday life:**

A positive atmosphere, where everybody is welcome;

Community;

Encourage community involvement;

A common sense of purpose and agreed vision;

Being part of a team that strives for the same goals;

High standards of teaching and learning;

All staff are passionate about the school;

Parent partnership;

Enthusiastic children, motivated by learning challenges and tasks;

High expectations of children;

Parents and the community feeling a part of our life;

High expectations of staff and of us a team;

A place where everybody feels valued, safe, happy, respected and cared for; Equality of opportunity, gender, race, ability;

Constant application of the Recipe for a Happy School;

Good supportive working relationships;

Care for one another;

Happy staff, children and parents;

A place where resources and the whole school environment are respected;

**COMMON PRACTICES THROUGHOUT THE SCHOOL;**

Mutually respectful

Shared values;

Life skills;

Friendly and supportive place to work, social interaction of staff;

Teamwork;

Staff don't leave!

Food at Inset Days;

Staff wellbeing;

Approachable;

Staff go above and beyond;

Positive communication;

We value children;

Good humour;  
Promoting good health;  
Taught to value differences;  
School Special Events;  
Friends Events;  
Restorative Practice;  
Transition procedures;  
We do our best to 'walk the walk';  
Consideration;  
Respect;  
Making people happy

### **Quality in the classroom:**

Purposeful, inviting, happy, welcoming, supportive, enthusiastic atmosphere, "the buzz";

Appropriate lighting;

Attractive, stimulating, interactive, welcoming displays;

Children's work well presented and valued;

Inclusive;

Calm;

Well-maintained;

Attention to detail in displays/resources that says "we care that this looks good";

Order, neatness, well organised classrooms – clear labels etc;

Time being used meaningfully to develop, build and extend a child's development and experience;

Interactive, challenging tasks, children on task and motivated, children grasp concepts taught;

Accurate pace/timing of lessons;

Caring attitudes from all;

Nurturing; loving;

"Safe" feeling – not afraid to make mistakes, positive interactions between teacher and children, children operating with confidence and independence;

High expectations; learning and behaviour, children aware of what is expected, children know what to do, where to get things, attitude to work, one another, resources;

Effective use of resources; well resourced

**COMMON PRACTICES THROUGHOUT THE SCHOOL;**

Everybody wanting each other to succeed;

Nice, kind teachers;

Team spirit;

Caring and safe environment;

High standards of manners and behaviour;

Children are put first;

Physical environment;

Golden Time;

Fun things to do

### **The quality of teaching:**

Knowledge of subject being taught (research); teaching to specialisms;

Meets needs of all learners;

Inclusive;

CPD;

Fun;

Knowing where the children are at, through assessment, and moving forward;  
Good quality planning and preparation, (linked to N.C.) differentiation, matching work to ability to take learning forward (opportunity to achieve) (on going assessment) – stretching and supporting (taking risks);

Gauging the right level, knowing what individual children need;

Lessons have structure, pace and appropriate strategies;

Clear, concise, delivery;

Enthusiastic, interested, able to motivate, excite children;

Making children love/enjoy/want to learn; sparks in their minds;

Children know what is expected in terms of tasks and behaviours;

Consistent, high expectations for pupils, valuing pupils ideas and work (praise);

Preparation and use of quality, attractive resources;

Evaluating outcomes to inform future planning (being reflective);

Willingness to adapt/change teaching style to fit the purpose (take risks);

### COMMON PRACTICES THROUGHOUT THE SCHOOL

Up to date technology;

Inspiring;

Assessment for Learning;

Thirst for learning;

Encourage a broad curriculum;

Creativity;

Creative art focus;

Make learning fun;

Teach children to be resilient and resourceful;

Musical opportunities;

Enrichment opportunities;

Forest School provision;

1:1 Support

### The quality of learning:

Where children build on what they already know; taking them forward with appropriate (differentiated) activities;

Learning has a sense of purpose, aims shared with children;

Children eager and excited to acquire new knowledge; excited by learning;

Where children may exceed their own expectations and achieve their potential;

Making children aware of their achievements, instilling confidence, self-esteem;

Pupils challenged to think divergently about how to solve a problem, find something out, work towards an answer;

Assessment;

Classroom dialogue is supportive, gives praise, sets future targets;

In line with EYFS/NC;

Children self-assess;

Asking what they want to learn;

Independent learners;

Sufficient resources;

Inclusive;

Build independence;

Build a passion for books/stories;

Messy outdoor learning;

Endless possibilities;

Learning supported by quality resources;

**COMMON PRACTICES THROUGHOUT THE SCHOOL**

## Whole Class Feedback & Child Conferences

### Guidance and Agreed Expectations

#### Every piece of work to go in a book must include:

- Learning Objective
- Date (Long date for English)
- Initials of reviewer

#### Feedback Coding

Code	Meaning
(I)	Independent
(TS)	Teacher support
(TAS)	Teaching Assistant Support
VF	Verbal Feedback
CR	Conference Reflection (Retrospectively acted upon)

N.B. Spelling corrections: Teacher to select one or two spellings for children to revisit as soon as practically possible after the lesson. These should be written by the teacher underneath the work and children should go back and practise these spellings.

Whole Class Feedback sheets completed and collated for each class in chronological order. WCF sheets used to provide mini feedback sessions. These to be delivered as soon as is practicably possible following the lesson in question.

‘Feedback is an essential part of the teaching & learning cycle and research shows that feedback given closest to the point of teaching and learning has a greater impact on pupil achievement’ (Dylan Wiliam, 2018).

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## One-to-One Pupil Conferencing

To be provided for every child at least once every half term in order to review recent work/progress and to help children understand the next appropriate steps in their learning. Encourage children to consider: What is going well? What could make it better? Guide children to consider and understand their next steps.

### **There are four main types of next step task:**

- 1) **Scaffolding**- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
- 2) **Find and Fix**- Signposting work to improve with a clear focus. E.g. Simple spelling errors, full stops, capital letters etc.
- 3) **Consolidation**- A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently.
- 4) **Further Challenge / Stretch**- A child has demonstrated secure understanding during the lesson and so is offered challenge or a new context.

Within the Conference session, find areas in recent work where children can demonstrate one or more of the above tasks. This should be annotated with the code 'CR', as above. It may be necessary to add a slip of paper to an old piece of work or create a new entry.

