



**The Pines Primary School**

**Curriculum and Assessment Statement**

Name	Curriculum Statement
Frequency of Review	Every two years
Reviewed on:	April 2022
Reviewed by:	Kerry Darby/Louise Scott
Next review (date)	July 2024

## INTENT:

### 1. Purpose

This statement sets out how we aim to provide a curriculum that makes learning irresistible to all children. Our curriculum ensures that the children are taught a balance of skills and knowledge, providing a solid foundation for a love of lifelong learning.

### 2. Vision and Values

*‘Transforming lives through inspirational learning’*

Our pupils develop a love of learning which provides them with the cultural capital to embrace their next stage of education and prepares them to become successful global citizens. We aim for all of our pupils to make excellent progress regardless of their individual starting points, when they join/leave, learning needs or background.

We deliver a thematic based curriculum that incorporates experiential learning. This curriculum is designed to allow the pupils to be **creative, inquisitive, mindful, empathic, reflective and resilient learners**. We ensure that the curriculum is adaptive to meet the needs of the learners (e.g. the learning theme’s change according to needs of the cohort) however, it is underpinned by set progression in knowledge and skills. Our wholistic curriculum goes beyond the basic skills and provides opportunities that pupils would not normally have access too ensuring that both academic and emotional needs are met.

### 3. Statutory Requirements

Our curriculum meets the requirements of the National Curriculum (2014) and other aspects of the school curriculum, including PHSE, Religious Education and Citizenship.

### 4. Equality

We keep our curriculum under review so that it continues to reflect our commitment to the 9 guiding principles outlined in our Equality Policy:

- All learners are of equal value
- Recognising and respecting difference
- Fostering positive attitudes, relationships, a shared sense of cohesion and belonging
- Observing good equalities practice in staff recruitment, retention and development
- Reducing and removing inequalities and barriers to equality that already exist
- Consulting and involving widely
- That society as a whole should benefit
- Basing practices on sound evidence
- Upholding our equality objectives

*See Equality Policy*

## 5. Overview

Ongoing curriculum development ensures that the school curriculum delivers the National Curriculum effectively and provides a vehicle for the school vision, values and ethos as well as for children's personal and social development. Through a thematic based curriculum we deliver a relevant, inspirational and engaging curriculum which, where possible, incorporates experiential learning.

## Implementation:

### 6. Curriculum Structure

Our curriculum has the following structure:

- Half termly (approximately) cross curricular themes are planned for all year groups.
- Each theme is led by a key subject or subjects with most subjects taught every half term.
- Our themes are centred around high-quality text/s placing reading and literature at the centre of our approach.
- The combination of themes planned over a year and phase and ensures coverage of the statutory programme of study for the National Curriculum (2014)
- Our curriculum is underpinned by our knowledge and skills grids

Each year group provides:

- Long Term annual planning which provides an overview of units of work for each subject.
- Half Termly Theme Overview: which provides a more detailed map of the subjects taught in that half term. With an outline of the main objectives planned and the key questions. This is shared with parent's and carers at the start of the theme to keep them informed and support engagement.
- Mid-term plans: which are detailed plans for the main subjects being taught within a theme, these provide detailed learning objectives, activities, notes on differentiation and assessment.
- Weekly plans are made for English, including Phonics and Spelling, and Mathematics.

### 7. Subjects

As core subjects, English and Mathematics are taught discretely, with links made to the current theme where relevant and meaningful. Similarly, Science is taught as part of the theme whenever possible, otherwise it is taught discretely. English and Maths are planned for weekly in response to the children's needs, through teacher assessment and the requirements of the National Curriculum.

Subject Leaders provide a supportive role for all colleagues, enabling and ensuring coverage, progression and the development of their subject for the whole school. Subject leaders monitor and evaluate standards in their subjects, providing CPD where needed.

We have planned the progression of both knowledge and skills for each subject from Reception to Year 6. This supports teachers' with their planning and ensures we have a robust coverage of the curriculum. All children are well prepared for their next phase in education.

## **The Core Curriculum**

### **English Curriculum**

#### **Reading**

At The Pines we believe that the love of reading opens doorways for children to explore a world of incredible imagination and gives children the ability to pursue independent learning across the curriculum. Reading is therefore at the heart of our curriculum offer.

In the Foundation Stage children begin their reading journey by joining in with predictable phrases, using their phonic skills, reading and reciting rhymes, retelling familiar stories and traditional tales using actions and drama. These opportunities as well as being good fun, develop self-confidence, creativity, and the ability to work with others. All children, take part in an either a group or individual reading session once a week based on the reading objectives of the EYFS and the National Curriculum. Planning for reading is based around a quality text, often linked to the theme, and teachers use planning guidance from the Centre for Literacy in Primary Education to teaching key reading skills. Children in KS1 also take part in independent reading and spelling-based activities daily to provide them with the opportunity to apply and reinforce their current phonics knowledge and develop comprehension. All children have access to high quality home reading books matched to their reading level. We encourage daily home reading and communicate with parents using a shared reading diary. Many English and theme lessons start by exploring a range of texts to include stories, poetry, non-fiction and digital media. Through these texts children develop a love and purpose for reading. Through these opportunities NC reading objectives are highlighted, taught and reinforced.

#### **Phonics**

At The Pines Primary School we follow a phonics our own scheme adapted from Letters and Sounds phonics programme (incorporating elements of RWI and Story-Time phonics) from reception to the end of Key Stage 1. Phonics lessons take place daily and are the primary way in which children are taught to develop their early reading and spelling skills. During phonics sessions children are taught to read and spell high frequency words alongside words that contain phonic patterns. Children then practise these words and learn to apply them in the context of a sentence. At The Pines we strive to make phonics sessions systematic but also fun, creative and accessible to all learners. We plan activities with the interests of our class at the heart and also plan phonic games to reinforce phonic skills taught. Children's phonic progress is assessed regularly and those children falling behind their class's phonics phase follow systematic interventions targeted at individual gaps to accelerate their progress. Find details of our phonics progression and guide [here](#).

#### **Writing**

At The Pines Primary School we follow the 2014 National curriculum for English. Our key aim is to ensure that all pupils become clear, confident communicators in both their spoken and written work. We teach speaking and listening skills from the very first day in our reception class and constantly build on these important skills as they develop throughout Key Stage 1 and 2. Writing is taught using speaking and

listening, drama and reading to capture the imagination. From our Reception class, our children are encouraged to write in a variety of genres and then to build on this as they continue to develop their writing skills throughout Key Stage 1 and 2. They will use a wide variety of writing experiences to become fluent, confident writers who understand and use a variety of writing forms.

In Reception and Years 1 and 2 children are taught spelling using a systematic phonics programme (see above). From Year 2, we follow the 'No Nonsense Spelling' programme, which teaches spelling strategies. Spellings are sent home on a weekly basis but they are limited to five or fewer, or to a specific spelling pattern, to ensure success and enable deeper learning. We ensure pupils and parents have access to the range of strategies for learning spellings, which have been taught in school and can then be used at home. We assess spellings in context, for example: learning spellings in a given sentence, generating sentences for each word or assessing through unseen, dictated sentences. We keep an ongoing record of words learnt and set very high expectations of correct application in writing once a word has been learned.

All children are taught to write using a joined writing style from the middle of Year One, using the Penpals handwriting scheme. In Years 1 and 2 handwriting patterns from Penpals are given for practice at home. We encourage children to take pride and care in the presentation of their work.

## **Mathematics Curriculum**

At The Pines, we have adopted the mastery style, growth mindset teaching approach for Maths. This helps all pupils to develop not only a deep and secure knowledge and understanding but also a positive attitude towards mathematics. Our aim is to equip all pupils with the skills and confidence to solve a range of problems through fluency with numbers and mathematical reasoning. The growth mindset approach is for all of our pupils, which is taught as a whole class.

Maths is taught at our Pre-School (Pine Cones) through an 'In the Moment' approach. The learning environment provides the children with a wide variety of opportunities to apply mathematical vocabulary and concepts in a practical way, through high quality adult interactions. This continues as the children move into Reception and in addition to this the children will have a daily maths lesson where the skills are taught explicitly. This approach supports the children to develop secure foundations in the early understanding of number and the ability to subitise numbers.

From Year 1 – Year 6 Maths is taught daily. Children are taught objectives from their year group with the focus being on the depth of understanding including fluency, reasoning and problem solving. When children are introduced to a new concept they are given opportunities to build competency by having a concrete, pictorial and abstract approach. This approach allows children to use concrete objects and manipulatives to help them understand what they are doing. Alongside this they use pictorial representations which can then be used to help reason and solve problems. Both concrete and pictorial representations support children's understanding of abstract methods. The long-term planning follows the 'White Rose' schemes of learning to ensure that coverage of all topics and sequencing is consistent.

Time is also spent reinforcing number to build competency as children who have an excellent grasp of number make better mathematicians. Spending longer on mastering key skills builds children's confidence and helps to secure understanding. This is done through a variety of methods; mental maths sessions, early morning number work, specific Maths interventions and our tutoring programme.

## **Mathematics Assessment**

Progress is assessed throughout each term and teacher assessments are recorded on Target Tracker software. Formative assessments are taken termly and GL assessments are used from Year 1 – KS2. Teachers use these assessments to determine gaps in children’s knowledge and this informs planning lesson support as well as interventions where necessary.

The progress of children in EYFS is tracked using ‘Birth to Five Matters’ ranges and at the end of the Reception year a judgement is made as to whether they have achieved the Early Learning Goal in Number and Number Patterns. Under the new framework guidance Early Years practitioners are not recommended to assess the children throughout Early Years. This is so practitioners can focus on being with the children and supporting progress through interacting. We do however baseline the children when they start with us at the Pines Cones placing them within the range which is a ‘best-fit’ for that child. This is then reviewed when the children have their termly focus week. We have decided to do this to ensure that all practitioners and parents are aware of where the children are developmentally and are able to support them to make next steps in their learning. Assessments are made through observations and interactions with the children. Some of which is recorded on Tapestry. This approach continues into Reception alongside the statutory Reception Base-line in September for all children.

## **Science Curriculum**

Science, as a core subject, is taught as part of our creative curriculum and is the subject driver for many themes such as; ‘The Enchanted Garden?’ in Year 1, ‘Rainforests’ in Year 3 and ‘May the Force be with you’ in Years 4/5 (Learning Themes examples 2021/22). We follow the National Curriculum objectives which inform our progression of knowledge and skills documents to create a curriculum that builds on pupils’ knowledge to ensure that all pupils, including those with SEND, leave The Pines with what is needed in their next stage of development.

Practical, engaging and hands-on science is seen throughout all year groups with a focus on developing the children’s *working scientifically skills*. We use additional expertise such as parents who work within the scientific community and other visitors to enrich our curriculum offer (e.g. Astronomers visited KS1 as part of the ‘What happens when I fall asleep?’ learning theme). We also harness these valuable links by inviting parents and others to take part in our Science Week. We are developing child-led enquiry in lessons in order to further develop our pupils scientific knowledge and skills.

All pupils build and understand an extensive scientific vocabulary during their time at the Pines.

Within the EYFS, Understanding of The World shapes pupil’s knowledge and understanding of Scientific concepts. Pupils explore the world around them through hands on, practical and engaging experiences. This could be through their environment or in the moment adult led sessions.

## **Science Assessment**

Teachers update steps in Target Tracker termly. This then builds up a picture of the children’s knowledge throughout their school career and is an invaluable tool to help assess end of key stage science achievement.

From Year 3 (Summer term only) onwards, pupils also complete a Science GL Assessment during the Autumn and Summer term. This formative assessment supports teachers to outline the progress each pupil has made that academic year and if they are working below, at or exceeding age-related expectations in Science.

## **Physical Education (PE)**

PE is, by its very nature, a practical subject and its teaching at The Pines reflects this: we aim to have children moving and participating most of the time. Each class has one timetabled PE lesson per week lasting an hour. Each class is also given one full lunchtime per week with a sports coach to give them more structured play and exercise during break. As a school we have introduced the use of Cross-Curricular Orienteering to encourage active learning in different subjects. This is a wonderful opportunity to get pupils moving for lessons and can be used for different purposes including revision and assessment. Class teachers are responsible for using this when it best fits with their timetable and has the most impact. Our PE curriculum is full, accessible to all and aimed at enabling all learners to participate and succeed in the subject, regardless of starting points. We follow the Cambridgeshire schemes of work as a guide. This ensures that all teachers are equipped with subject knowledge and progression of skills to be taught in each year group.

Additionally, we enrich our PE curriculum by employing specialist coaches to teach half term units of work such as Gymnastics, Cricket or Tri-Golf. This challenges and supports our children to thrive within the subject and gives them a wider opportunity to access PE.

## **Humanities**

Through the humanities subjects we learn about the narrative of human existence, physically and spiritually. The foundation subjects of history and geography provide children with a vital pathway to learning about the world around them and their place within it. These subjects are integrated into the themes, and form the basis of most cross-curricular links.

## **History**

History is an important subject in thematic-based learning at The Pines, with each unit providing opportunities for children to become independent and resilient learners. Teachers use The National Curriculum and the Pines Progression and Skills document to ensure children have a secure chronological understanding of the period in history being studied. In addition to this, the children practice key skills of enquiry by hypothesising, collecting, and analysing evidence and making well-informed judgements. We use a range of sources to support lesson planning, including the Key Stage History website which provides access to creative and imaginative teaching ideas. We are also continuing to strengthen links with external groups that provide a range of artefacts and primary evidence for use in the classroom. Children are given meaningful opportunities to experience History beyond the classroom, including visits to museums, historical sites such as Anglo-Saxon villages, and welcoming external specialists into school.

Learning environments play a key role in enhancing children's historical skills and curiosity about their themes. Timelines are used in every Key Stage 2 classroom and displays encourage independent enquiry with the use of prompts, engaging questions and a range of appropriate resources which learners can access for independent research. A range of children's work is displayed and celebrated throughout the school, often being cross-curricular in nature.

Teachers make use of the National Curriculum, the Progression and Skills Grid and the Key Stage History website to support their planning. Open ended tasks developed by Key Stage History are being introduced as the key tool of assessments and these are focused on key historical concepts such as change or interpretation. The concepts assessed are distributed across the historical periods studies to ensure that no skills are neglected.

## **Geography**

Geography at The Pines is enhanced through our thematic learning. Our high quality Geography curriculum is designed to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We are committed to providing children with opportunities to investigate and make enquiries about their local area so that they can develop a real sense of who they are, their heritage and what makes our local area. Children also develop their ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Children gain confidence and practical experiences of geographical knowledge and understanding, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. In addition, children develop fundamental geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

The Curriculum is underpinned by the National Curriculum and our Progression and Skills document which ensures that there is a progressive curriculum which builds on pupil's knowledge. Geography is assessed at the end of each theme.

## **Religious Education (RE)**

The Pines is a diverse community and as such our curriculum represents a wide range of religious and non-religious beliefs. RE is a statutory part of the curriculum. The school follows the Hertfordshire Agreed Syllabus for RE as well as non-statutory support materials to enable an appropriate curriculum for our pupils. This allows us to meet the requirements of the agreed syllabus and develop meaningful learning experiences for our children. Religious Education contributes to our core purpose of making learning irresistible to all the children at The Pines and creating independent, resilient, motivated learners. Developing skills and attitudes that enable broad-minded interaction with others in a diverse world is an essential part of this process. Through tackling 'big questions', children develop the critical thinking skills required to become independent learners and the listening skills necessary to engage responsively with the beliefs and ideas of others. Across the age-range, children are encouraged develop their own beliefs and express them with increasing clarity. They also identify links between beliefs, values



and practices from diverse cultures. Emphasis is placed on the need to learn *about* religion to describing the beliefs and practices of major world faiths with accuracy and understanding and *from* religion, in order to develop the ability to evaluate ethical issues and express their own responses, using reasoned arguments. The children will learn about beliefs and the celebrations reflective of our demographic such as, Thanksgiving, Christmas, Ramadan and Hanukkah. Where possible we will involve our families to provide experiential learning and deepen understanding. Additionally, the children will learn about a wide range of cultures and beliefs from around the world in a meaningful way.

### **Personal, Social and Health Education (PSHE) Citizenship and RSE**

PHSE and Citizenship are a key element of the social and emotional development of our children. We follow the Cambridgeshire PHSE Syllabus to support our PSHE lessons. Where possible, units are delivered through discrete PSHE sessions with a theme for each half term, e.g. Personal Safety as well as through cross curricular activities e.g. safety online in computing. The programme is used as a basis for planning which is then adapted by the teachers to meet the specific needs of the children in their class. The long term plan shows how the whole school will be covering the children's entitlement from the frameworks. The programme also provides access to resources and websites to support the children's development. In addition to the discrete PSHE sessions and cross curricular activities, whole School assemblies are often linked to the PSHE units or themes.

Particular focus is given to the prevention and response given to bullying during Friendship week across the whole school.

During the academic 2020-2021, RSE became statutory for all children, while PSHE remains non-statutory. It is still recommended that RSE is taught within the wider PSHE curriculum. Through these sessions, pupils at The Pines are encouraged to build their own self esteem and confidence and self worth, as well as to develop safe and healthy relationships with each other and in the wider world.

### **Modern Foreign Languages**

At The Pines we recognise and celebrate the diverse linguistic and cultural backgrounds of our learners. This is both within classes and as a whole school through the development of events such as international days and where appropriate, multi-lingual displays.

The core language taught at The Pines Primary School is French. Our planning is based on the Rigolo scheme of work which covers all the components of the Programme of Study. It is the intention that all children in KS2 will access first quality teaching of French by their class teacher to adequately prepare them for KS3. Children in

KS1 are introduced to MFL by exploring French through simple songs and actions.

Children are assessed on their speaking and listening skills throughout lessons.

### **Expressive Arts**

Creativity is at the heart of learning, and as a school with a creative curriculum we place great emphasis on developing and extending children's skills and abilities to respond creatively to a range of starting points. This is reflected throughout the curriculum, but especially in our expressive arts provision.

### **Design and Technology**

Design and Technology plays a huge part of our purpose of making learning irresistible to all the children at The Pines. The subject equips children with problem solving skills such as working systematically, being

resourceful, visualising, conjecturing, taking risks and using logical reasoning in real world contexts. It develops resilience because trial and improvement is woven into the iterative process. It is logical and practical. It fosters creativity and is inherently a cross-curricular subject, providing opportunity for English, Maths, computer skills and scientific knowledge to be practically and usefully applied by building a bridge between learning and its usefulness, relevance and application in the real world. It relies upon children being innovative and finding new ways of solving problems. At The Pines, children have opportunities to understand how things are made, to create and develop ideas and to design, make and evaluate products that solve problems. In doing so, they learn how to use tools and equipment and how to work with materials.

One project takes place per term per class. In DT teaching, we aim to take into consideration each of the principles of effective Design and Technology practice. These are: design decisions, functionality, authenticity, innovation, purpose and user.

DT at The Pines aims to sow the seeds of a passion and kick start an interest in anything that could illuminate a path ahead towards creative, engineering and manufacturing sectors. It aims to give fledgling engineers designers and technologists an experience of how the world works; of how to think laterally and innovatively, and of how things are made.

### **Art and Design**

Art and design is a key subject in our creative curriculum. Art themes are expected to enhance, enrich and motivate children within the main theme of the term or half term. It is expected that there is an art subject focus at least termly (alternating with Design and Technology), although there are often more opportunities for creative art-based work more frequently as part of other themes. We aim to provide children with a range of meaningful, and purposeful opportunities to find out about, learn and express themselves through the media of: drawing and painting; collage; 3D work and sculpture; textiles; printmaking and digital media. Art work is mainly carried out in sketch books which provide a location for children to research, explore, create and evaluate ideas in art and design. Where children produce larger pieces of work, we maintain a photographic record once work has been displayed and/or taken home.

Art is approached at The Pines with a 'can do' attitude and all children are taught that anyone can be an artist and that art is very much about exploration and observation. The children are introduced to a range of different art styles and artists throughout their time at the school. We look at the work that has been produced by different artists and the reactions that they had towards their art in their lifetime, which may not always have been favourable. The children are encouraged and guided to take time to develop their skills to produce a final piece of artwork. This careful observation, planning, trialling, adapting and innovating is a process that is reflected in many other subjects in the curriculum. This gives the children a solid base from which to develop their skills as well as encouraging good learning behaviours.

### **Music**

At The Pines we use the music education and technology online platform created by Charanga in line with the National Curriculum for Music. Using week by week lessons, it allows us to teach music confidently, professionally and with enjoyment and enthusiasm. Using the scheme gives our children the opportunity to grow and develop. They are exposed to a wide range of musical genres, opening their minds to become sensitive and knowledgeable about music and the arts. During their music learning they are given opportunities to play instruments and compose as well as to perform to each

other, the whole school and parents. The Pines also offers all pupils the chance to join the school choir. The assessment framework allows us to demonstrate the progression of the pupils musical knowledge, understanding and skills. Each week the Music subject co-ordinator, leads a whole school singing assembly which allows all the pupils to come together and celebrate their love of singing. The pupils also get chance to perform for others in their community through events such as our annual Christmas singalong and Jubilee concerts (2021/22)

### **Computing**

Computing is taught discretely where appropriate, while other elements are embedded within English, Mathematics and thematic learning. As a school we use the Teach Computing curriculum to ensure that pupils follow the knowledge and skills consistent with the national curriculum.

Teachers are encouraged to develop children's computing skills progressively and their capability through discrete learning opportunities, and also to exploit this capability as a tool to support objectives in other curriculum areas meaningfully. These links include, but are not limited to, the use of digital devices in a wide range of contexts. Both plugged and unplugged learning opportunities are planned to support pupils' understanding of the underlying concepts in Computing. These opportunities may well be presented within other subject areas (e.g. sequencing instructions in English, problems solving in Maths or isolating variables in Science). In this way Computing and the use of technology become integrated into the curriculum and are used as a truly beneficial tool for learning.

E-safety is an area of the curriculum that is taught from year 1. Online communication has grown into such a huge part of the world today that this is an area we try to discuss at all possible opportunities. We ensure that this is an open topic and pupils are encouraged to talk about how they access the internet, what they are doing online and how to ensure that they are acting safely and responsibly.

Regular updates around online safety are provided for parents via information evenings, newsletters and on our website.

National Curriculum for all primary subjects:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

The Pines Progression and Skills Documents can be found [here](#). These are working documents that are regularly reviewed and updated to ensure that they reflect recent pedagogy within the subjects.

## **8. Time Allocation and Timetables**

We organise the time spent on different subjects with the best possible learning outcomes for the children in mind. Where a subject is the focus of a theme, this will have more time allocated than other subjects. The core subjects remain at the centre of our curriculum, and so have more time allocated to them.

While class teachers are responsible for the day-to-day timetabling of the curriculum, subject leaders have responsibility to ensure coverage of their subjects, and the Curriculum Leader and Senior Leadership Team maintain an overview of the whole curriculum to ensure full coverage and balance

of the curriculum.

- English and Maths are the main focus of the morning sessions.
- Some subjects will be taught discretely in weekly sessions e.g. PHSE, RE , Music, PE
- There will be regular basic skills sessions each day, including guided reading, handwriting, phonics, and spelling.

Teachers are able to arrange timetables to make the most of cross-curricular opportunities and the needs of children. Sometimes, subjects and activities might be 'blocked' to support children maintain learning momentum, establish new concepts, or to consolidate skills and to allow practical work to flow. Other subjects might be dependent on hall/room bookings or other practical considerations and happen at a regular time each week.

## **9. Theme Planning**

We are responsive to children's learning needs so all plans are amended, where necessary adapted and are considered to be working documents rather than a final plan that cannot be changed.

When planning, teachers are required to provide the following:

- Long term annual overview
- Medium term plan - Theme plan- including specific knowledge and skills being taught.
- Theme Assessment sheet which includes pre- and post-learning assessments.
- Weekly plans for Maths and English including spelling, with a separate plan for phonics in EY/KS1, as appropriate
- Weekly timetable

Teachers are expected to refer to the National Curriculum, (or Agreed Syllabus for RE) when planning to ensure they are meeting statutory requirements. It is recognised that many of the objectives in the National Curriculum are quite general so it is to be expected that many are repeated over a year and/or phase. Teachers also use Target Tracker assessment statements to assist in planning for children's learning needs and coverage. Where published schemes of work are in use, it is acceptable to amend the published scheme rather than re-write and create an entirely new plan. Our aim in planning and delivering the curriculum is for learning opportunities to be engaging, creative and motivating, which will enable our children to become creative, resilient and independent learners. Planning is saved electronically in the shared network planning folder for each year group so that it is accessible for teaching, learning and monitoring.

### **Long Term Plan**

This provides a brief outline of themes and coverage for the entire year, reviewed annually and is shared with parents.

### **Medium Term Plans**

This is a week by week outline of how learning objectives are organized over a half term for all subjects, indicating main, events, trips and visitors, and indicating which subjects are blocked. The half-termly

overview supports teachers in planning a realistic amount of work to be covered and should be completed before the start of a half-termly theme.

Each theme is led by an over-arching question, which gives shape to the expected learning, and provides a stimulus for thinking about the theme. Themes may begin with a 'Inspiration!' starter, this could be in the form of an event, a visit or visitor and which aims to engage and inform the children at the beginning of the theme. Themes are planned to include trips out or visitors into the school. These are used effectively to enhance the curriculum and provide opportunities to deepen and extend learning. We aim to develop and make use of creative partnerships with providers in the local community to motivate and engage learners, for example, RAF Lakenheath fire fighters, which lead to significant performance experiences for the children.

The Medium Term Plan outlines the main unit of work for the half term theme. This includes:

- an overview of key themes
- the main curriculum focus and additional links to other subjects
- vocabulary to be used in teaching and learning
- key question for the entire theme
- trips, visits or other events
- how the learning environment will reflect the theme
- expected outcomes for children (referring to the National Curriculum)
- assessment questions

### **Theme Assessment Sheet**

This is stuck into the relevant theme book for each child and consists of:

- cover with title, key question and subject focus along with an engaging picture
- theme overview taken from the mid- term plan
- pre- and post-learning assessment questions
- 'I can' assessment statements (linked to National Curriculum objectives and taken from Weaving Knowledge and Skills documents)

### **The purpose of the theme assessment sheet is:**

- to provide teachers with information regarding children's starting points at the beginning of the theme so they can adapt the emphasis of the theme teaching and learning sessions accordingly.
- to provide evidence of individual children's progression in learning at the end of a theme
- to provide an individual record of whether children have achieved the learning outcomes referred to by the 'I can' statements within the relevant book where work has been recorded so that teachers are better able to make informed assessment judgements
- to provide a brief overview for parents when they look at their children's work in the books
- to make clear the connection between assessment, teaching, learning, recorded outcomes, and further planning

The pre- theme assessment is the first task to be completed at the start of a theme, before any other teaching and learning activities. While this will not be the only assessment for learning activities that take

place in a theme, it provides a useful starting point for teachers to use when responding to children and adjusting teaching based on what the children already know. The post-learning assessment will take place at the end of the theme and gives an indication of individual progression. This enhances and contributes to, but does not replace other, more extended assessments which provide more detailed information.

### **Weekly Plans**

Teachers provide weekly plans for English and Maths and Phonics in key Stage One and Early Years. These plans refer to the National Curriculum, include main learning objectives, teaching and learning activities, differentiation, success criteria and key questions for assessment.

### **Timetables**

A generic timetable template is provided for each phase with required subjects mapped out weekly. Teachers are expected to provide an up-to-date weekly timetable. Where a foundation subject is not the focus for the theme in a particular half term, it is not expected to be on the timetable. It is acknowledged that there will be times when it is not possible to teach every session on the timetable and flexibility is required to give time to other events, to continue, extend or complete a project or to respond to immediate learning need. However, in general, the time of subject sessions may vary, but frequency and duration of the sessions may not.

### **Learning Environment**

The learning environment is often referred to as the 'second teacher' in the room, and as such plays an important role in supporting, enhancing and celebrating children's learning. The current theme should be clear on entry to a room. Displays are relevant, engaging and stimulating. Their purpose is to enhance learning and provide children with a sense of both class and individual identity. To this end, it is important that care is taken to celebrate children's work, provide learning prompts and examples, to challenge children and to promote independent thinking, learning and self-management skills. The learning environments around the school are reviewed termly through learning walks. We are aiming for children to make a significant, meaningful contribution to the design of their learning environments.

### **Impact:**

#### **10. Assessment**

Assessment is an integral part of the teaching and learning process. We aim to make assessment relevant and meaningful and so support our ability to provide the best possible education for the children at our school. All teachers are required to make assessment judgements about progress and attainment of the children in their class as outlined in class teacher job descriptions and the Teacher Standards and as part of our statutory duty. It is acknowledged that assessment can take many forms and is therefore planned for accordingly.

#### **11. Monitoring and evaluation.**

The curriculum is monitored and evaluated by subject leaders and is overseen by the Senior Leadership Team.

Outcomes from monitoring activities, including end of KS data analysis and GL assessment data inform future next steps which are included in the School Development Plan.

Subject leaders produce an Executive Summary for their areas which clearly demonstrated the impact of their monitoring activities (including learning walks, book scrutiny, teacher discussion and pupil voice).

Subject Leaders are accountable to the Head teacher, SLT and Governing Body. Subject Leaders are regularly required to report on the progress and current position of their subject to the relevant Governors committee through both their executive summaries and attendance at meetings.

Teaching and Learning Reviews are carried out by subject leaders and often supported by colleagues from with the Trust and Local Authority which provides an additional level of quality assurance

Subject Leaders are expected to be well-informed about coverage, progression and consistency in their subject.

Subject Leaders are expected to take account of whole school priorities as outlined in the School Development Plan, when monitoring and evaluating the strengths and areas for development within their subject.

Subject Leaders monitor and evaluate their subject through a range of monitoring activities which may include: learning walks, pupil interviews and/or surveys, staff surveys, evidence trails, lesson reviews, planning and work reviews, external visits, or inviting advisors in to support the self-evaluation process.

Subject Leaders write, maintain and carry out actions as recorded in the Executive Summary which is regularly reviewed to ensure that the actions and monitoring carried out have an impact on children's learning.

## **12. Standards**

The Pines since opening, has developed a record of ensuring that pupils make good progress from their starting points, fulfil their potential and go on to secure outcomes that prepare them well for their next stage of education. The school equips children effectively not only in the measured outcomes in reading, writing and mathematics but also in wider outcomes that have a significant bearing on their future success in future education opportunities and beyond.

Our pupils enjoy coming into school (as evidenced by our high attendance rates) and talk with enthusiasm about their learning across the subjects (as evidenced through pupil voice interviews). Our recent parent survey (March 2022) showed that 100% of parents felt that their children were happy at The Pines.

All children make progress from their relative starting points as evidenced through their work and teacher assessments. For example, in Art the sketch books should clearly evidenced in the development of skills through the learning themes and across the year group.

Our pupils demonstrate good learning behaviours and are passionate about their learning both within school and when engaging in the wider curriculum opportunities. Outside providers often comment about how engaged the Pines pupils are and what good learning behaviours that they demonstrate.

We have high expectations of all learners in terms of achievement, knowledge, understanding and application of learning and in how learning is shared and presented.

SLT and subject leaders review standards regularly and as part of our ongoing self-evaluation cycle. We act on findings effectively so that children are supported and encouraged in achieving the highest standards possible, and we review actions to ensure impact on children's learning and progression.

SLT and other members of the teaching team undertake teaching and learning reviews as part of our ongoing monitoring activities.