



Osborne
Co-operative Academy Trust



Curriculum Policy

Thameside Primary School

Last reviewed: July 2020
Next review date: July 2022

Thameside Primary School

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

1. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

2. Curriculum Intent

At Thameside Primary School, the curriculum has been designed to encompass;

- the recognition of prior learning
- provide first hand learning experiences
- allow the children to develop interpersonal skills
- build resilience
- become creative, critical thinkers
- exciting and engaging learning opportunities, which are challenging and knowledge rich
- the school's locality and supportive and diverse community, using the rich opportunities and resources that are on our doorstep and beyond to provide experiences which the children may not otherwise have.
- an assurance that the pupils receive their entitlement to a broad and balanced curriculum.

It builds upon children's prior knowledge and skills and is underpinned by the Co-Operative values of;

- Self-Help
- Self-Responsibility
- Democracy
- Equality
- Equity
- Solidarity

These are used to encourage positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. The broad and balanced curriculum is designed to enable all children to become confident, enquiring and knowledge-thirsty learners, who will be prepared for each new stage of their education. Our curriculum provides children with a range of experiences to ignite curiosity, broaden cultural understanding and recognise their place individually, within the community and the wider world. Many pupils within our cohort come from very deprived backgrounds and we strive to give them enriching experiences which they may not otherwise have.

Our curriculum is built around the Cornerstones scheme, which we have adapted for our children to become the Thameside Curriculum. This is divided into four stages of **Engage, Develop, Innovate** and **Express** to build depth of learning. This structure provides a golden thread from Early Years to the end of Key Stage 2. Each half term has a different focus or 'theme' (topic) for the children to explore. While most learning is linked through the half-termly themes, some subjects and learning are taught discretely.

3. Curriculum Implementation

The Thameside curriculum is implemented through a series of lessons which build on concepts, skills and knowledge. All topics are checked to ensure that they show progression and coverage of the National Curriculum. Each topic starts with an exciting starter that is used to engage learners and build an interest right from the onset. The implementation is adapted to specific learning needs in order to provide support and challenge, ensuring an inclusive curriculum that meets the needs of all our pupils. Each topic within the curriculum has been carefully chosen to reflect the diversity of pupils within our school and in our local area.

Early Years' education follows the framework for EYFS and we use the Thameside curriculum as a basis for topics which support this learning. English and Mathematics are taught as discrete subjects but will often link to the themes chosen for each unit.

Activities are engaging and practical, building on individual starting points and key interests within the year group. Teaching is delivered through a balance of direct teaching and carefully planned, child-initiated activities. Timely interventions from all adults are given to move individuals forward.

In Key Stages 1 & 2, we use the topic theme as our curriculum driver for History, Geography, Music, Art and D&T. Other subjects are taught using schemes or resources such as SNAP Science, Dimensions scheme for PSHE, Barefoot Computing and French. Maths, English, RE and PE are taught as discrete blocks. Our English lessons are taught through high quality texts that are often linked to the half-termly topic or theme.

We offer a wide range of extra-curricular before and after school clubs which complement and further develop children's achievements in our curriculum, including football, dance, athletics, reading, colouring and choir amongst many others. We have extremely high aspirations of all our children and skilfully use targeted support for our children who find learning and social situations a challenge at times. Clear and concise challenges are set across the curriculum for children who are ready for the next step in their learning.

English

We aim to deliver an exciting English curriculum which is based around high quality texts that cover a variety of genres as well as fiction, non-fiction and poetry which develop reading for pleasure alongside reading for purpose. Reading skills are hierarchical and children develop their knowledge and understanding of these as they progress through each key stage. We plan lessons which link reading and writing which then provides pupils with a rich and varied vocabulary for use in their work across the curriculum. We use a range of schemes to teach English including Letters and Sounds and No Nonsense spelling. We aim to establish a language rich learning environment and teach writing through a range of approaches including Talk for Writing, shared writing and the use of quality texts and engaging first hand experiences to stimulate writing. We use the Thameside Curriculum as a springboard for cross-curricular writing through which children practise and develop their writing skills.

Maths

We aim to help children to develop as confident mathematicians with fluent arithmetic skills that can be applied to problem solving and reasoning about mathematical concepts. We follow the White Rose Maths Curriculum because it clearly sets out the steps for achieving fluency, reasoning and problem solving and this is taught mainly through discrete learning units. There is a strong focus on consolidating arithmetic skills as well as reasoning to ensure the children can apply knowledge, skills and understanding in a range of contexts. The process of teaching Maths begins by exploring the concept by using concrete materials. This is then followed by transferring this knowledge into pictorial representations of a concept. A deeper understanding is developed with opportunities for the children to explain and justify their mathematical reasoning. Finally, this knowledge is transferred and applied into abstract contexts including real life situations.

Science

Science is taught mainly through the use of the Collins' Snap Science scheme and supplemented with science lessons which link to the current Thameside themes. Science is taught through the broad range of investigation skills such as enquiry (working scientifically); observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources.

Throughout all of the foundation subjects, there is a clear emphasis on developing the specific skills and knowledge relating to that subjects e.g. a history lesson teaches the specific skills needed of a historian, geography teaches the specific skills of a geographer etc.

History

History is woven through many of the Thameside topics and is taught through the use of the Thameside implementation process. Pupils are encouraged to ask and enquire about the past and seek to find answers through a range of resources including researching, evaluating evidence and artefacts and using first hand experiences and evidence such as visitors and artefacts. The school makes use of some local history through topics within the Thameside curriculum.

Geography

The Geography curriculum is taught through the Thameside implementation and links to other areas of learning as well as progressing through year groups and phases. Pupils have access to local area and resources to support their fieldwork skills within the curriculum. Use of ICT, including Google Earth, is used to bring other areas of the world to life.

Religious Education (RE)

The school follows the Thurrock agreed syllabus for RE and there are discrete units of learning. The curriculum provides pupils with a broad and clear knowledge of the key faiths, teaching them to respect the views and faiths of others.

Music

Music is currently taught through the Thameside topic overview. We have a music teacher who has written bespoke lessons for each of the topics ensuring that there is full National Curriculum coverage and assessment for all pupils. In addition to this, all pupils in Year 5 have the opportunity to learn to play a guitar, learning to read and follow musical notation, as well as performing to an audience.

Pupils have the opportunity to learn to play a variety of musical instruments through the peripatetic teacher visits. The enjoyment of music is further supported through the use of singing in assemblies and during the performances to parents and other audiences at various events such as the Christmas carol service.

Physical Education (PE)

Physical Education is taught by our three specialist PE teachers and a sports coach. The lessons include learning new skills with the opportunity to apply these in a range of contexts. All pupils in Year 3 have access to a block of 10 swimming lessons, at a local swimming pool. There is an annual Sports, Health and Fitness week which provides pupils with a range of sporting opportunities.

Art

The Art curriculum is planned and delivered through the Thameside Curriculum, providing children with a wide range of skills using a variety of media, including 3D sculpture. Pupils have the opportunity to explore different artists and styles of Art. Pupils also take part in a range of local and national competitions and have the opportunity to display their art work, in class and throughout the school and within the local community.

Design & Technology

This is taught through the Thameside Curriculum, enabling pupils to investigate, plan, make and evaluate products, including food technology as part of their linked learning.

French

French is taught in Key Stage 2, by a French specialist teacher who plans specific blocks of learning for each year group.

Computing

Skills and application of computing are taught through a progressive set of ICT skills and, where appropriate, are used in topic lessons. Computing is split into three areas: computer science, information technology and digital learning. There is a strong focus on e-safety. The Barefoot Computing scheme is used to support the teaching of programming. The school is well resourced with laptop computers and iPads. As a school we act as a link between the range of ICT used at home and we promote a range of devices, apps and websites to support the learning process.

Personal, Social, & Health Education (PSHE)

This is taught discretely through a range of lessons and activities. The planned curriculum is derived from the Dimensions scheme of planning and resources. Other discrete lessons are delivered in response to children's needs and local and national incidents. Relationships and sex education are interwoven in age appropriate methods throughout the PSHE curriculum.

A progression document has been produced for each of the foundation subjects which details how skills and knowledge progress throughout each year group and each topic. This enables staff to ensure that they are effectively teaching and providing coverage of the National Curriculum. The long-term plan is decided at the start of the year by the SLT in consultation with teachers. Each half-term, year groups decide on a medium term plan to ensure each topic is covered in the appropriate depth. There is a breakdown of each year group's curriculum in Appendix 1.

For assessment procedures see the school Assessment Policy.

See our EYFS policy for information on how our early years curriculum is delivered.

4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

4.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Other staff

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. In our school we use the Thameside curriculum to identify the objectives from the National Curriculum which will be covered and assessed in each year group.

Subject Leaders review assessment to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject.

Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. We use the Maestro platform assessment tools to identify the focus objectives for each lesson which are assessed on a lesson by lesson basis. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes an engaging and positive learning experiences.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- › School visits
- › Learning walks
- › Pupil discussions

Subject leaders monitor the way their subject is taught throughout the school by:

- › Planning scrutinies
- › Learning walks
- › Book scrutinies
- › Learning forums
- › Pupil discussions

Subject leaders complete a termly subject review looking attainment in their subject, identifying strengths and areas for improvement and implementing CPD as appropriate. They also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the curriculum lead. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › SEN policy and information report
- › Equality information and objectives
- › SRE policy
- › Specific subject policies

Appendix 1

In all year groups, across the school there are significant opportunities for the children to develop the creative arts and build on their cultural capital even if they are not mentioned specifically in this topic breakdown.

Nursery 2020-21



How many colours in a rainbow?



Can I have a dog?



Where does snow go?



Can we explore it?



Is it shiny?



How does that building stay up?



Why is water wet?

Reception 2020-21



What is a reflection?



Will you read me a story?



Are carrots orange?



What happens when I fall asleep?



Are we there yet?



Why do ladybirds have spots?

These topics were chosen by our experienced EYFS staff for a variety of reasons:

- they engage the children in the learning environment
- they build on the children's everyday experiences
- they develop their curiosity about the natural world they offer a wide range of opportunities for the children to develop their own lines of enquiry

Year 1 2020-21



Superheroes



Can you be a superhero?



Bright Lights, Big City



Taxi!



Dinosaur Planet



Paws, Claws and Whiskers



What can our hands do?



Splendid Skies



Rio de Vida

As the entry point into a more formal curriculum, these topics offer a range of engaging, creative, hands-on experiences. Rio de Vida was specifically chosen as it introduces the children to the culture of South America – some of our children will have family there and may even speak the language. Bright Lights, Big City introduces the children to London (which is close proximity to the school) and its landmarks. Splendid Skies allows the children to reflect on the natural world and encourages outdoor learning.

Year 2 2020-21



Muck, Mess and Mixtures



Street Detectives



Beat Band Boogie!



Can water make music?



Towers, Tunnels and Turrets



Coastline



Why do boats float?



Wriggle and Crawl



Where do snails live?

Of these particular topics, Street Detectives develops an understanding of the local community and an understanding of its architecture and Coastline was chosen due to our close proximity to the Thames estuary – it encourages links with the local community as the children visit the local yacht club and a greater understanding of the wider estuary coastline.. Towers, tunnels and turrets utilises local landmarks to help the children understand that history happens everywhere not just in London. Many children in our catchment live in high-rise tower blocks so Wriggle and Crawl gives them the opportunity investigate outdoor spaces and the wildlife that live there.

Year 3 2020-21



Mighty Metals



How mighty are magnets?



Gods and Mortals



Why did Icarus fall from the sky?



Tribal Tales



Heroes and Villains



Scrumdiddlyumptious!



Is it safe to eat?



Flow



How fast does water flow?

Scrumdiddlyumptious gives the children the opportunity to share different fruits and vegetables from their cultures and gives them an opportunity to taste fruit and vegetables that they wouldn't otherwise encounter. Mighty Metals gives a huge range of cross-curricular science links to The Ironman; it also exposes the children to the possibility of becoming engineers and scientists. Flow continues the links to the River Thames, building on Year 2 topic of Coastline. The children visit a different part of the estuary and study the river in more detail. Heroes and Villains introduces the children everyday heroes across a range of different cultures which links strongly to the diversity of our school.

Year 4 2020-21



Burps, Bottoms and Bile



Traders and Raiders



Playlist



Can you make a circuit from play dough?



Potions



Road Trip USA!



Blue Abyss

Burps, bottoms and Bile is a very engaging topic on everyday scientific processes. Blue Abyss looks at the environment and links the effect of our cities on the sea. This prepares our chn to understand environmental issues and work towards alleviating them. Traders and Raiders discussed the historical impact of the Thames and its vital significance as a trading route. Parental engagement is a key part of Playlist giving the children a audience for their creations. It develops the creative arts exposing the children n to musical experiences that they wouldn't have otherwise had.

Year 5 2020-21



Stargazers



How does the Moon move?



Pharaohs



Peasants, Princes and Pestilence



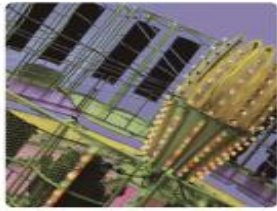
Sow, Grow and Farm



Eat the Seasons



Time Traveller



Scream Machine

Sow and Farm gives pupils the opportunities to grow and harvest their own food which, due to high-rise living, many pupils have had no opportunities to do. It also allows pupils to see the plant life cycle first-hand. Scream Machine links to real-life experiences that the children will have had due to proximity to Southend. It further extends children's opportunities for engineering and widens career knowledge. Time Traveller places key life changes such as growing up, puberty into an unthreatening context which makes it clear to see its place within the life cycle. It draws on artistic representations of time.

Year 6 2020-21



Blood Heart



A Child's War



Frozen Kingdoms



Inuit



Darwin's Delights

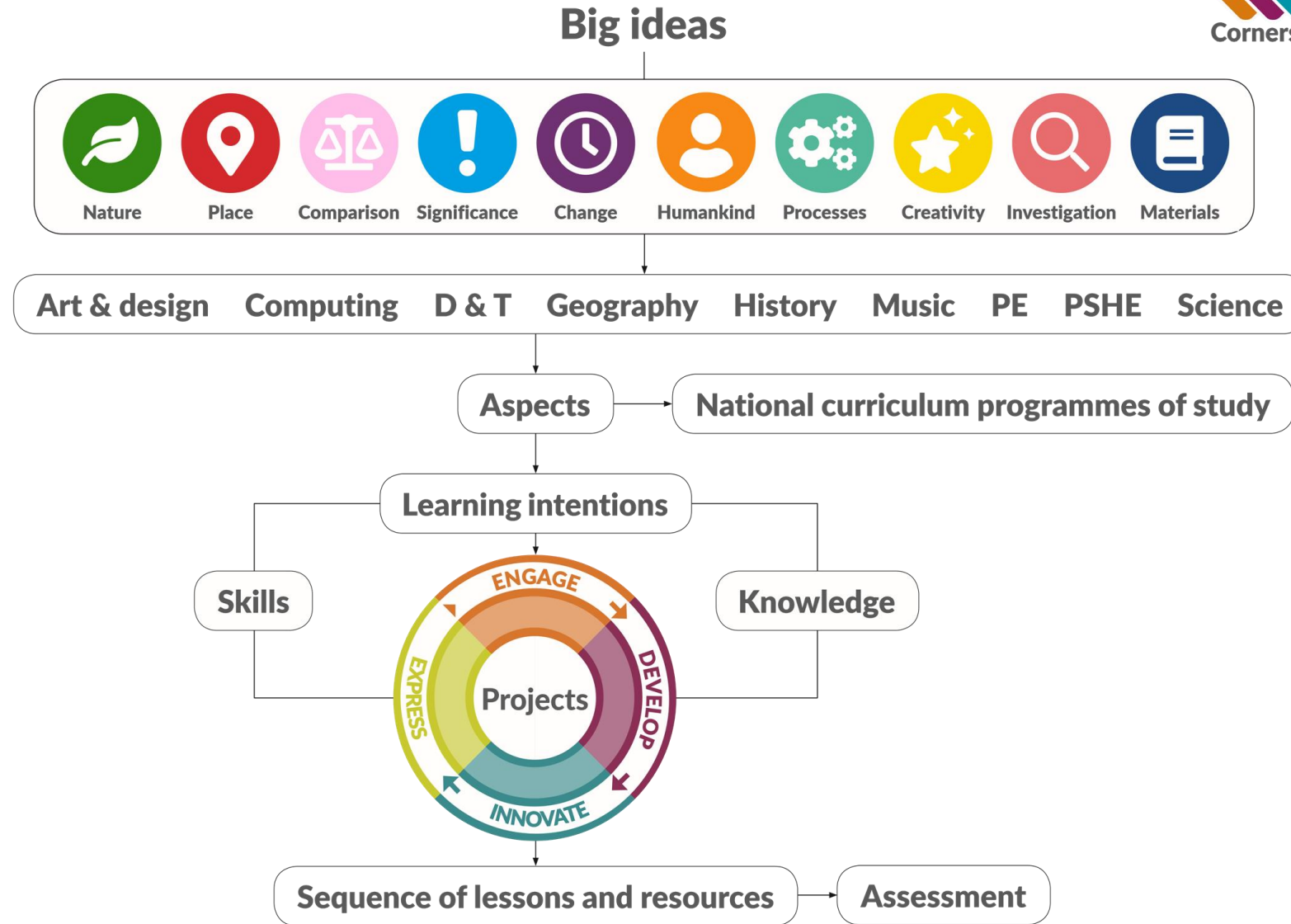


Hola Mexico!



Tomorrow's World

Frozen Kingdom develops awareness of environmental factors, fostering care of the environment and understanding of emigration, an exploration relevant to many of our children. Blood Heart engages children's fascination with the body and provides opportunities for real life dissections. A Child's War provides good opportunities for parental engagement as it encourages the children to find out about their own family history from that time period. Hola Mexico develops the creative arts and explores unfamiliar cultures. Tomorrow's World offers a look at methods of communication and looks at the people in technology who have influenced the way in which we live today.



Teaching and Learning Framework

This framework sets out the requirements for the provision and monitoring of high quality teaching and learning at Thameside Primary School. Our pupils deserve the best opportunities to learn the skills and knowledge required for them to be successful and enthusiastic learners throughout their school lives and to carry on their learning journey into adulthood and the world of work.

At Thameside Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At Thameside Primary School, we recognise that education involves children, parents, staff, governors and the community and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, respect, self-responsibility and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring co-operative values of self-responsibility, self-help, equality, equity, democracy and solidarity;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Teacher Standards	What does this look like in practice?
<p>1. Set high expectations which inspire, motivate and challenge pupils:</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> • Adults have high expectations of all pupils. • Planning is carefully structured with an awareness of the progression of learning. • Children are constantly challenged to improve and extend their learning through feedback and use of success criteria. • Lessons encourage independence for all learners including SEND, EAL and More Able pupils. • Teachers nominate children every week for either a 'learner' certificate or 'values' certificate. • Outstanding effort is acknowledged with a praise card and admittance to 'Hot Chocolate Friday.' • Children earn dojo points by displaying effort and appropriate learning behaviour. • Teachers ensure that the children know expectations for presentation and that they are rewarded for working hard to achieve them. • Teachers ensure the values of Thameside and the wider co-operative trust are upheld beyond their classroom, dealing with behaviour effectively. • Teachers and support staff act as a positive role model to pupils upholding the school values. • Teachers deliver lessons with enthusiasm. • In EYFS, the curriculum fosters natural curiosity on a personal level, giving practitioners opportunities to pick up on children's interests and encourage/ support and extend learning – 'In the Moment' learning. • Cultural provision across the curriculum means that the learning undertaken by the children is relevant and meaningful to them. • Learning is undertaken in a range of different tasks which requires the children to develop their learning behaviours.
<p>2. Promote good progress and outcomes by pupils:</p> <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 	<ul style="list-style-type: none"> • Mini plenaries are used within a lesson to address common misconceptions as they occur. • Verbal feedback is used to address individual children's misconceptions. • Teachers plan so that children's targets are catered for. • Immediate verbal feedback and, when necessary, written feedback address children's next steps. • Use of shared (and sometimes co-constructed) success criteria ensure that children know what they need to do to be successful.

<ul style="list-style-type: none"> • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> • Teachers share examples of excellence with the children. • Teachers quickly identify the 'gaps' in children's learning and plan appropriate interventions to fill them. • Lessons across the curriculum develop the children's resilience to failure e.g. PE, PSHE. • Children are encouraged to have a 'can do' attitude towards all of their learning and are aided by constructive feedback. • Children are shown examples of role models of people with perseverance in assemblies. • Children are taught a range of strategies for dealing with when they are 'stuck' including adopting the co-operative values of self-help and self-responsibility • Children are rewarded for showing perseverance e.g. dojo points and star of the week • Teachers behave in ways which make the classroom a safe environment in which it is acceptable to make mistakes. • Teachers ensure that assessment is accurate and based on evidence. They engage in moderation exercises to quality assure teacher judgements.
<p>3. Demonstrate good subject and curriculum knowledge:</p> <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear 	<ul style="list-style-type: none"> • Good subject knowledge is used to plan effectively and appropriate vocabulary is identified. • Teachers are confident in their delivery of content and use the correct terminology. • Learning objectives and success criteria are clearly identified and appropriate in planning and in lessons (linked to PLCs). • Teachers adapt the curriculum on offer to suit the needs of the children in their class. • Where appropriate, links are made with other curriculum areas. • Planning may identify common misconceptions and steps to address them. • Where appropriate, real life examples are used to help the children understand how their learning links to everyday life. • Extension tasks deepen learning and understanding. • EYFS Framework knowledge applied within 'In the Moment' learning. Assessment and teaching outcomes are recorded daily on Tapestry and in pupils' learning journals. • In EYFS, every opportunity is exploited to take formal learning skills forward during 'In the Moment' learning. • Curriculum planning details cross-curricular learning with the careful identification of clear reading, writing and maths skills through a book-led curriculum.

<p>understanding of systematic synthetic phonics</p> <ul style="list-style-type: none"> • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	<ul style="list-style-type: none"> • Teachers have high expectations around the use of the core skills in all subject areas. • Teachers model the necessary skills in all subjects. • Children are expected to work towards achieving their writing targets in all subjects. • Cross-curricular planning allows children time to practice the skills that they have developed in phonics, reading, writing and maths.
<p>4. Plan and teach well structured lessons:</p> <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children’s intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>➤ See also points 3 & 5</p> <ul style="list-style-type: none"> • A range of high quality resources (including ICT) are regularly available for pupils. • Positive routines are established within the classroom and no time is wasted during transitions between lessons and assemblies etc. • Planning is accurately matched to pupil needs. • HLTAs and LSAs are used effectively within the lesson supporting individual children or groups. • The learning environment offers support for pupils during lessons and encouraging independent learning skills. • Children in EYFS, have picture and story books, guided reading books alongside literacy/ numeracy challenges sent home to be shared. • Children in all year groups have access to Reading Eggs and My Maths at home and teachers are able to set assignments to be completed as homework. • Teachers take time to reflect on the effectiveness of their lessons and make adaptations to
<p>5. Adapt teaching to respond to the strengths and needs of all pupils:</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these 	<ul style="list-style-type: none"> • Teaching is pitched accurately providing support and challenge. • Adults are deployed effectively and are active in all parts of the lesson. • Work/resources are differentiated appropriately. • Links to prior learning are made explicit. • ‘Gaps’ in children’s understanding are quickly identified and addressed using the process of ‘Diagnosis, Therapy and Testing’ (DTT) and/or the deployment of adults. • Interventions are put in place and the impact measured. These are regularly reviewed and adapted. • Target cards inform children of their next steps in writing (appropriate to age groups).

<ul style="list-style-type: none"> • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	<ul style="list-style-type: none"> • As in the feedback and marking policy, children receive a mixture of verbal or written feedback during lessons or after work has been completed. • Next steps may be given as part of the verbal feedback which the pupils act on immediately, may be written in books or whereby children are identified as needing further support in the next lesson. Children respond to their next steps using purple pen. • Pupils use quality resources e.g. dictionaries, thesauruses or others supplied by the teacher to independently identify their next step (age appropriate).
<p>6. Make accurate and productive use of assessment:</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	<ul style="list-style-type: none"> • Teachers use a mixture of open and closed questions to develop deeper thinking. • Higher level questioning is planned and used in lessons • Diagnostic questions are planned into lessons to support AfL. • Differentiated questioning is used alongside a range of questioning techniques. • Effective use of questioning targets learners and encourages discussion. This may be open/ closed questions, diagnostic, according to i) individual child ii) moment iii) assessment (formative or summative) • Progress is monitored and understanding checked and teaching adapted accordingly • Provide timely feedback to pupils that is precise and linked to targets or next steps with time given for pupil response as/when needed. • Teachers plan in opportunities for the children to reflect/ self-assess against success criteria. • Classroom ethos means that children take pride in their work with high expectations of themselves. • Children act on feedback whether written or verbal. This should be seen through purple editing in books and progression of learning over time. • Children are encouraged to use co-operative marking/ peer assessment and are taught the skills required to do this.
<p>7. Manage behaviour effectively to ensure a good and safe learning environment:</p>	<ul style="list-style-type: none"> • Positive behaviour management structures are in place (in line with the school's behaviour policy). • Adults follow the policy and guidance to ensure consistency across the school

<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<ul style="list-style-type: none"> • School and class rules are displayed clearly within the classroom. • Adults model the high expectations required. • Values are incorporated across all areas • Children show good learning behaviours in their lessons. • The school follows the Co-operative values adopted by the Trust and all adults make continual reference to these alongside the integration of British values. • All adults challenge and address stereotypical views and language using lessons to unpick this if necessary e.g. PSHE. • Classes are very diverse and this is celebrated within each class (global community maps) and the whole school. • All adults use the school behaviour system • Children using derogatory language are sanctioned as appropriate. • Teachers use the pastoral support team to effectively support and resolve incidents. • If a child has a behaviour issue, the child has a report book that is used to liaise with parents so that they can see the type of behaviour their child has displayed over the day. Behaviour strategy meetings are held between parent, pastoral deputy head and teacher where appropriate.
<p>8. Fulfil wider professional responsibilities:</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 	<ul style="list-style-type: none"> • Teachers deliver after school clubs once a week. • Teacher develop good working relationships with support staff and use them effectively in the classroom. • Teachers take on board feedback from monitoring and make changes to practice as appropriate. • Teachers complete their Teaching Over Time records rigorously, reflecting on strengths and areas for development. • Teachers identify strengths and areas of development and proactively look for CPD to develop their pedagogy. • Parents are able to come to 'drop in' sessions, once every half term and attend formal parents evenings twice a year. • Parents are encouraged to speak to teachers after school if they have worries or concerns. Teachers pass issues to SLT, where appropriate. • Yearly reports, and those given at parents' evenings, show a child's progress in relation to national

<ul style="list-style-type: none">• communicate effectively with parents with regard to pupils' achievements and well-being.	<p>expectations. Teachers discuss areas of strength and weakness.</p> <ul style="list-style-type: none">• Children with SEND have termly reviews of progress towards targets which is discussed with parents.• Rewards for reading and times tables, demonstrate to parents the progress that their child is making.• Curriculum overviews are made available to parents so that they know what their child will be learning about each half term.• Curriculum overviews enable parents to engage with topic areas at home. Creative homework projects link to these areas.• Parent workshops are held to help parent support their child e.g. Internet Safety, support for SATs.• There is a section of the school website dedicated to links which can help support children's learning.• The Family Support Unit provides help and advice for parents.
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