



Shawlands Primary School Policy

Curriculum and Learning Policy
REVIEWED ANNUALLY

Reviewed: November 2022

At Shawlands

we want all our pupils to **thrive**
academically, **creatively** and
socially by providing a
broad, balanced curriculum,
engaging lessons and
stimulating experiences in a
safe, welcoming environment.

Shawlands Primary School Curriculum Statement of Intent:

The aim of the Shawlands Curriculum is to ensure that our pupils can thrive academically, creatively and socially in a challenging yet supportive environment which stimulates, maintains and develops lively, enquiring minds. Through providing opportunities to develop and express personal opinions, we aim to encourage mutual respect for the beliefs of others as well as the confidence to express their own beliefs.

We encourage all pupils to reach their full potential in all aspects of their development, developing a positive attitude towards themselves and the ability to acquire knowledge, the skills to learn and the talent to become active, confident and responsible members of society.

Through a broad and balanced curriculum to all children, we aim to develop in pupils a sense of moral values to enable them to become responsible citizens in society, respecting people's property, ideas and beliefs, irrespective of race, gender, disability or academic achievements. This includes developing positive attitudes towards and concern for the environment.

Each curriculum area has its own statement on intent and planning documents to ensure progression and continuity of implementation. These can all be found on the school website.

Planning:

Teachers plan in three stages:

1. Long Term Planning- this maps out our curriculum for the whole year and shows where curriculum themes and isolated topics will be taught and when
2. Medium Term Planning- this breaks the learning down into objectives and shows the progression of skills and knowledge that is being developed across each subject
3. Weekly planning- in writing, mathematics and science teachers plan to ensure that learning is well matched to pupils needs. The whole process of learning is detailed from teaching input, through the facilitation of independent learning to an effective plenary. Reading is planned using well-matched texts that allow pupils to demonstrate good progress against relevant reading criteria.

Teaching and Learning:

Detailed below we make clear what high quality learning at Shawlands Primary looks like. In all lessons teachers are keen to:

- Quickly, succinctly and effectively revisit prior learning
- Engage pupils in their most recent feedback and give them time to discuss their successes and their next steps with a partner. Ensure pupils have opportunities to respond to questions, challenges and prompts
- Introduce new learning in a way that engages all pupils
- Demonstrate high expectations of all learners through challenging targets and appropriately pitched learning activities
- Match all tasks to meet the needs of all pupils, including those who are deemed to be most vulnerable to slow progress

- Always make an effort to make learning relevant and link to real life
- Create rich and regular opportunities for pupils to use and apply their skills (often through cross-curricular topic work)
- Use support staff effectively to enable all pupils to achieve to the best of their ability
- Build opportunities for pupils to work collaboratively into their daily practice
- Always ensure that pupils are given rich opportunities to communicate and discuss their work and what they must do next to improve
- Systematically check the understanding of pupils and respond quickly and effectively where necessary
- Verbally report back to pupils about their progress and celebrate what is working well
- Ensure that all adults in class (and pupils, where relevant) ask high quality questions that enable learning to move on at a great pace
- Plan a range of effective plenary activities to evaluate learning and associated achievement and progress

Phonics and English:

- At Shawlands, we follow the Read, Write Inc Phonics scheme with a high degree of fidelity.
- At Shawlands, we have separate and detailed Reading and Writing Policies which set out how Reading and Writing are delivered in school.

Maths:

- At Shawlands, we follow a Deepening Understanding model of teaching in Maths, with a separate and specific calculations policy in place to ensure progression and continuity of methodology through school.

General marking and feedback code:

- Use legible and appropriate handwriting
- Use the agreed school handwriting/numerical formation code
- Use a green pen for teacher marking
- Please refer to the school Feedback Policy for more information.

Display/learning environments:

We use display boards and blank spaces in classrooms to support learning and celebrate the work of pupils. While some displays are fixed and share class information, teachers are encouraged to share the creativity of pupils and staff through the environments they create. Within classrooms, staff are expected to ensure that the learning environments combine pupil work and working walls to promote the core areas of learning; reading, writing, maths and science while, throughout the whole school environment, there is an expectation that the work of pupils will form the greater majority of the displayed areas.

These central areas are divided between staff and curriculum subjects so that responsibilities are clear and there is an expectation that all displays must be changed at least once each term.

Where there are computers, we ensure that key e-safety messages and online etiquette are shared with all stakeholders.

Assessment:

We assess pupils in a range of ways to ensure that teachers have a wide range of evidence that learning is supporting pupils to make good progress. Teachers use summative assessments twice a year to take snap-shot assessment grades in reading, writing, maths and in some classes science. We may also use standardised programmes to assess spelling and phonics.

To supplement these assessment scores teachers use formative assessment through using the APP framework in reading, writing and maths. These are updated regular and pulled together at four assessment points of the year to moderate test scores.

Assessment is used to inform teachers' plans and to ensure that all pupils receive work at an appropriate yet challenging level. All assessment scores are inputted into a tracking system termly and senior leaders analyse the data to ensure that all learners are supported to reach the next level in their learning journey. We have a clear transition system that ensures that teachers have their attainment levels moderated carefully by colleagues to ensure that pupils' starting points each September are accurate. Benchmarking is not undertaken but staff do capture early abilities in September work as there is evidence of some negative progress during the long summer break.

All foundation subjects are also assessed against National Curriculum levels at least once per year.

Reporting to parents/carers:

We formally report to parents once each year with sections on Literacy, maths, science, ICT and a personal comment. We also report on curriculum levels and effort levels in the foundation subjects.

We meet parents at the beginning of the year to present information on our systems, structures and expectations. We also meet parents to discuss progress at the mid-way point of the year. Parents also have an opportunity to meet teachers after they have read their child's report detailing progress throughout their year in class.

Parents of children with special educational needs, meet with the relevant staff at several points over the school year to evaluate their child's specific needs. These parents are also invited to meet with both their child's present teacher and their child's next teacher at the end of the school year as part of an individualised transition process.

Whenever data analysis presents under performance from an individual or small group of pupils, we will make alterations to our provision to ensure that pupils make improved progress. Senior leaders and teachers may also contact parents to discuss concerns about pupil progress to ensure that we can work in unison to achieve our shared goal.

This policy is available on the school website.

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