

Curriculum Overview

Members of staff with key areas of responsibility:

Reading Leader - Miss Milton

Phonics Leader - Mrs Beadle

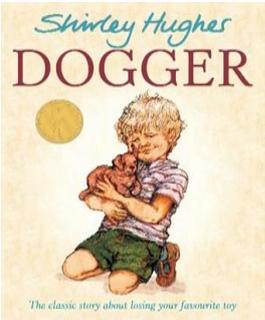
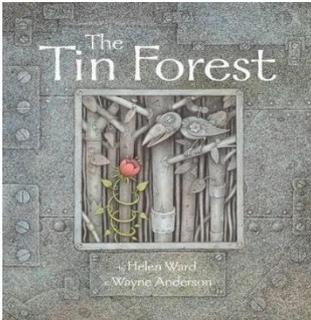
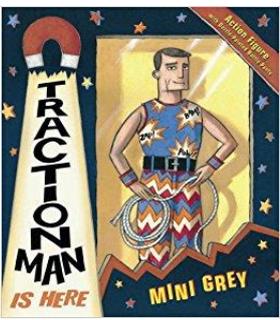
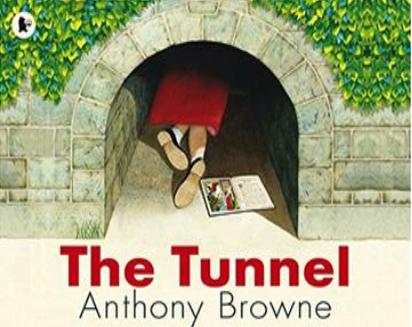
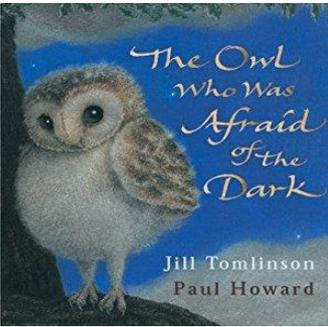
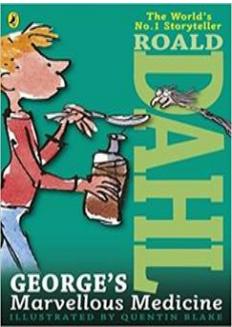
Writing Leader - Miss Prout

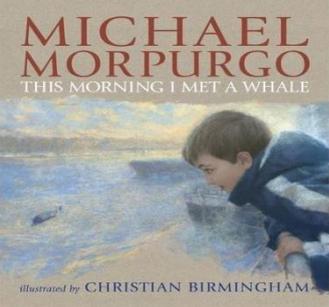
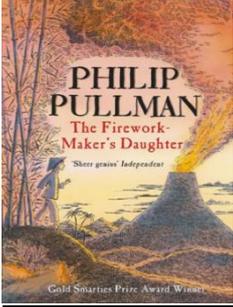
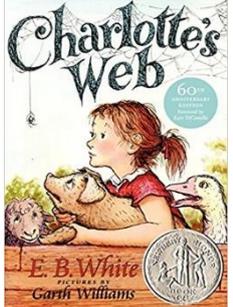
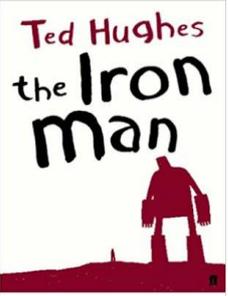
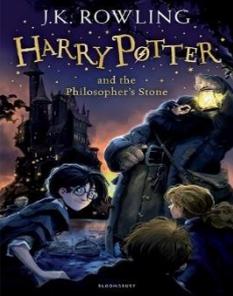
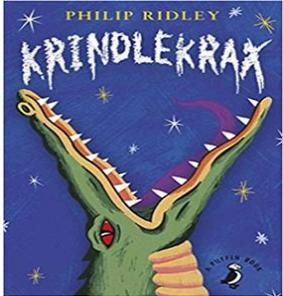
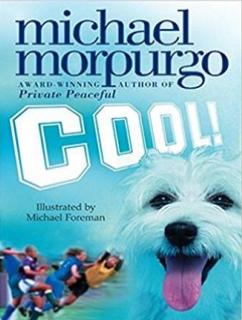
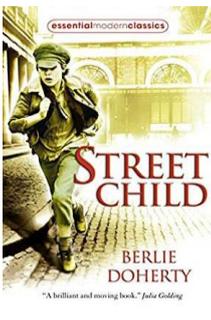
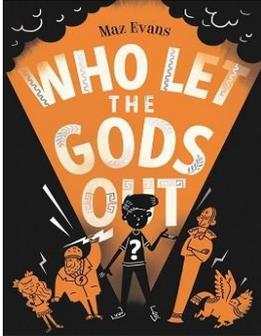
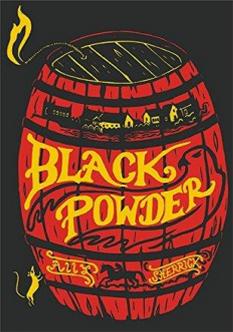
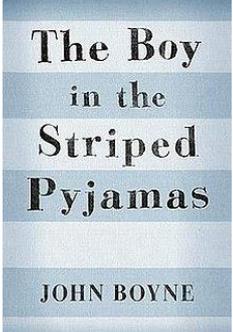
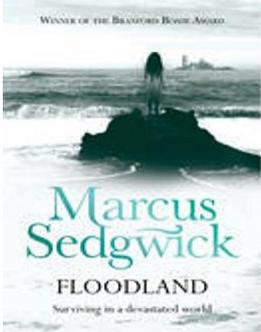
Grammar, Spelling and Punctuation Leader - Miss Prout

Maths Leader - Mrs Rowe

The Reading Strategy

The Reading Strategy is a trust-wide approach to develop reading comprehension skills. It takes place EVERY day for a minimum of 30 minutes. It incorporates age-appropriate, challenging texts, which are rich in vocabulary. The core texts are:

Year 1		
		
Year 2		
		
Year 3		

		
<p>Year 4</p>		
		
<p>Year 5</p>		
		
<p>Year 6</p>		
		

All schools teach the same text in each year group. This allows for better collaboration and development and shared planning for schools. There is a clear focus on core comprehension skills which are age appropriate. The strategy aims to develop 'depth' in pupil's responses to their reading. The use of a clear structure supports staff and develops confidence in their delivery of reading. All pupils are exposed to high quality texts and discussions, despite potential barriers to their word reading and comprehension.

The Core principles of the Reading Strategy are as follows:

- A 30-40 minute whole class text reading session (Additional reading time to be organised by the school)
- Wherever possible, whole class reading should take place during the morning.
- This is a non-negotiable session which must not be missed.
- All Academies must use the set texts provided.
- Texts will last for one full term.
- The text used in the reading session need not necessarily link to the work in other areas of the curriculum. The quality of the text is paramount.
- Teachers will identify children who are not yet on track to meet ARE for their year group and will plan sessions IN ADDITION to develop their decoding and fluency.
- All year groups will have a reading response book. There should be 2 pieces of written response per week. These may be independent, guided, formal or informal responses to reading. These books should reflect the pride and importance of reading.
- The reading session will need to be supplemented with non-fiction and poetry to ensure that a broad range of literature is experienced.
- **Rationale for the implementation of the Reading Strategy**
- The Strategy has been developed in order to support and develop teaching and learning across our trust. The Strategy aims to:
 - Ensure that ALL children across the trust are exposed to high quality, challenging texts.
 - Allow for better collaboration both within individual schools in year groups and across academies to share best practice.
 - Reduce teacher workload through shared planning and resourcing.
 - Develop teacher confidence by allowing them to get to 'know a book' and 'well'.
 - Ensure that all staff, at all levels, have a sound overview of each child's basic reading diet across their school.
 - Create greater opportunities for cluster school moderation- raising staff awareness of reading expectations in each year group.
 - Draw upon expertise of teachers across the academy trust to support colleagues.
 - Strengthen the quality and quantity of CPD opportunities offered to academy staff.

Impact

- Increase in outcomes (See tracking and 3 year trend document)
- Improvement in confidence in reading and comprehension skills
- All pupils are exposed to, and begin to utilise a wider vocabulary.
- Evidence of high quality written responses.
- CPD has increased staff confidence in the teaching of reading.
- Networking of teachers to provide high quality lessons and sharing of planning.
- Allows better collaboration across schools, within year groups and across academies to share best practice.

- More effective use of NC objectives to raise staff awareness of reading expectations in each year group.
- Peer to peer support for reading provides scaffolding for LA pupils and enables HA pupils to develop mastery.
- Ensures that all staff have a sound overview of each child's basic reading diet across their school.

Next Steps:

- Trust wide classroom based training to demonstrate and evaluate current good practice.
- CPD for all reading leaders 'KS2 Fluency Project' (November 2018)
- Develop links with the MEGA curriculum to ensure that pupils are applying their reading skills for purpose and meaning across the primary curriculum.
- Continue to develop links at KS3 to ensure that our pupils' reading journey is high quality and rigorous.

Teaching and Learning of Phonics

Children in Early Years and KS1 have a daily phonics session lasting for around twenty minutes. Staff follow the review, teach, practise and apply strategy suggested in 'Letters and Sounds'. Children are taught graphemes and phonemes in the sequence suggested by 'Letters and Sounds.' 'Alien' words are part of normal classroom practise

Teaching and Learning of Maths

The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. The questioning and scaffolding individual pupils receive in class as they work through problems will differ and pupils who grasp concepts rapidly are challenged through more demanding problems which deepen their knowledge further.

Practise and consolidation play a central role to mathematics learning. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.

Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

Teachers use the CPA approach (concrete, pictorial, abstract) to ensure that concepts are modelled to pupils using multiple representations. This ensures that procedural and conceptual understanding are developed simultaneously.

Pupils are seated in mixed ability groups as we believe that all pupils can attain highly in mathematics and every pupil will have different strengths and development areas. Therefore, groupings within classes are flexible and pupils will work in different groups dependent on their need.

EYFS - Daily Maths session - teacher led, plus in continuous provision

KS1:

- 9.05 – 9.45 Maths
- 9.45 – 10.00 Break- Teachers mark/ assess ready for the next session
- 10.00 – 10.20 Same Day intervention (Bronze, Silver, Gold challenge)

KS2:

- 9.05 – 9.45 Maths
- 9.45 – 10.00 Break- Teachers mark/ assess ready for the next session
- 10.00 – 10.20 Same Day Intervention (Bronze, Silver, Gold challenge)

Maths will also be taught cross-curricular in the afternoon on occasions

PLANNING

- Each class teacher is responsible for the teaching of mathematics in their class. The following resources are an example of what is used to assist teachers with their planning:
- White Rose Maths hub - overview for Medium term planning
- NCETM website and resources
- NRICH resources
- Test Base resources

Same Day Intervention (SDI)

At England Lane Academy, we use Same Day Intervention as a strategy for teaching and learning in Mathematics.

The first session is led by the teacher to introduce new learning or to rehearse a skill or a strategy. This is then followed by a '5 questions' task where the children try to complete 5 mathematics questions.

- Question 1: At consolidation level so that all children can achieve (or achieve with support)
- Q2 - Q3: Gradually more challenging, including word problems,
- Q4 - Q5: Reasoning and problem solving questions, pitched at silver challenge.

The children then have a 15-minute break whilst the teacher marks their work and assesses the children for progression in their learning.

BRONZE CHALLENGE - SDI Group - adult led group, teacher input, then an opportunity for the children to apply their learning by completing a bronze challenge (similar level to Q1-3)

SILVER CHALLENGE – pitched at Q4 and/or Q5 - to include reasoning and problem solving

GOLD CHALLENGE- reasoning and problem solving challenges usually a greater depth focus – pitched beyond Q5

DIAMOND CHALLENGE – If a child is working consistently within greater depth in his/her year group, then they may work in the diamond group. The child will skip past the initial teacher 'I do, you do' input and work through the first five questions independently, before moving onto the gold challenge. After the break, any gaps that have been identified will be closed and the child may move onto a diamond challenge, which is an activity at further greater depth in their year group and may come from a further year group/key stage.

INTERVENTION

Using formative assessment gathered through the '5 questions' task, teacher questioning and other formative assessment methods, any pupils who have not grasped the concept or who have misconceptions will have a rapid intervention to ensure that they are ready for the next step of learning. Where possible, this will occur on the same day to ensure that gaps are rapidly addressed, ready for the next steps.

If not, the children will be placed in a further intervention group which will take place in the afternoon or assembly times. This may involve the use of B Squared for children with SEN.

ASSESSMENT

Teachers will use targeted questions and problems that require pupils to remember, understand, apply, analyse and evaluate their knowledge and skills. These formative assessments along with half-termly summative assessments will then be used to inform the RAG and ITAF to assess the pupils on an ongoing basis and make a judgement about whether a pupil is on track to achieve age-related or greater depth expectations. This information will all be recorded and discussed at RAG Meetings.

Teachers will also complete Question Level Analysis to inform their planning and teaching.

EYFS continually assess their children in Maths using professional discussions and assessments, which are made half-termly through an evidence base of children's work, incidentals and long observations along with taking evidence from parental contributions. Assessments are recorded in each individual child-learning journal.

MARKING

- Daily marking of Maths work using a green pen for correct answers with a green square at the end of the completed question.
- The letters 'LO' are highlighted at the end of the second session indicating 'achieved' if a minimum of the first 3 Qs AND silver are correctly completed. Eg - LO is swiped if all 5 Qs are correct and Gold is incorrect. LO is dotted if first 3 Qs are correct but Silver is incorrect
- A green dot is marked to the left of the letters 'LO' if less than this is correct
- If a child has needed scaffolding during their work, the teacher will write VF (Verbal Feedback) next to the answer and put a circle around it. The green square process stated above will still happen.

HOMework

- KS1 & KS2 - Weekly mathematics homework - linked to the weeks learning/ times tables/four operations

PRESENTATION

- Learning objective at the start of each piece of new learning
- 1 number per square

KS1 - Short date and underlined

KS2 - The date to be written in Roman numerals for Y4-6, short date underlined in Y3.

Teaching Writing at England Lane Academy

At England Lane Academy, we endeavour to ensure our early learners develop into lifelong learners. At England Lane Academy, we believe that as well as bringing enjoyment and advancing learning, writing is an essential skill. Our purpose is to ensure all pupils make good or better progress in writing.

Assessment

Teachers will, every half term, use the RAF ITAF to assess pupils writing and identify clear ways forward.

- Assessments are moderated at different intervals:
- Weekly for some children by identification of the weekly RAG
- Half termly by another member of staff who is 'buddied' with them.
- Termly by the cluster academies or whole staff.
- Groups of children as well as children causing concern are moderated at different points within the moderation cycle.

Teaching and Learning

- All classes to follow a 10 -day cycle of literacy based around a chosen genre.
- The 10 day cycle follows:
- Day 1 – Introduce Genre with a stimulus and brief input, children to complete a cold write
- Day 2 – Model Text and questions based on the genre
- Day 3 – Spelling Improvement Session
- Day 4 – Grammar Improvement Session
- Day 5 – Punctuation Improvement Session
- Day 6 – Guided innovation session
- Day 7 – Guided Innovation Session
- Day 8 – Guided Innovation Session

- Day 9 – Hot write
- Day 10 – Extended Write in extended writing book

The Talk for Writing strategy is utilised throughout the Writing Cycle to allow the children to dissect and understand a model text.

Guided Innovation Session are used to model authorial intent.

Same Day Intervention is utilised in the GPS Improvement sessions. The session is broken up into 2 sessions. At the end of the first session, the teacher should have made appropriate formative assessments, which will enable the teacher to provide extra support for pupils who require it before the second session. Teacher marks any work which hasn't already been self-marked and creates the groups for the same day intervention:

- SDIB (Same Day Intervention Bronze)
- ATS - Achieved Target Silver (Age related Fluency/Skills practice)
- ATG – Achieved Target Gold (Age related Greater Depth)

All marking of writing should be done in conjunction with the school's marking and feedback policy.

The grammar sessions incorporated into the cycle will be focussed upon the genre of text the children are learning and the expectations of the year group.

Wider Curriculum

The Wider Curriculum makes learning motivational and successful for all involved. It is a skills-based approach to the curriculum rather than contents-based. The Wider Curriculum creates contexts for learning, whilst covering all programmes of study in the new National Curriculum. Thus, The Wider Curriculum allows not only for pupils to achieve subject specific skills, but to develop key skills for learning in; communication, application of Maths, Information Technology, working with others, improving their own learning and performance and problem solving. In addition, enterprise, possibilities and basic skills are drivers which run throughout The Wider Curriculum.

Rationale:

The Wider Curriculum is reviewed regularly to ensure it is providing our children with the key skills and opportunities to develop independent learning and widen their knowledge and understanding of the world around them. Each class teacher is responsible for the delivery of the curriculum taking objectives from the Chris Quigley Essential Milestones.

Aims and Expectations

The Wider Curriculum aims are to: Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context. Help learners become more independent and take greater ownership of their learning; developing children's confidence and motivation to learn through the use of a range of learning and teaching styles. Provide a broad, balanced and relevant education which provides continuity and progression

and takes individual differences into account whilst embedding Maths and English basic skills with a particular focus on writing. Develop social skills and encourage children to become more active citizens within the school community and beyond. Enable the communication of knowledge and feelings through various art forms including art/craft, music and drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity. Help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes Give children greater opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data. Develop the use of ICT across the curriculum. Develop learners enquiring minds and scientific approaches to problems. Incorporate Parent Partnership days to promote enterprising skills termly.

Teaching and Learning, planning and organisation: Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which:

- start with a clear learning objective, taken from the 'Essentials' curriculum, understood by all pupils
- has clear differentiated outcomes
- has a defined set of criteria for success, taken from the 'Essentials' curriculum for the foundation subjects and objectives taken from ITAF (RAG objectives for English and Maths)
- ensure learners are not sat listening to teacher inputs for significant periods of time
- employ interactive teaching methods and collaborative group work, especially the use of the TALK project.
- has learners working at their instructional level.
- Teachers will facilitate modelled/guided sessions. On the teacher modelled piece the focus may be written in a different colour to the rest of the text
- promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning.
- ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age.
- ICT is used effectively to deepen understanding
- presentation of learners work is of a highest standard.
- uses 'Assessment For Learning' strategies within the lesson to ensure learning is taking place.

Whole class teaching involves the use of open-ended probing questions, visual stimuli and a variety of Cooperative Learning techniques; The learning environment is well organised, attractive, stimulating and positive. Children experience a variety of learning situations, both indoors and outdoors. Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience. Expectations are high. Children have the opportunity to work independently, in pairs or as groups. Children are supported to be able to assess their own learning and the learning of others. Children receive feedback that helps them to identify what they need to do next. Children know what it is they are going to learn and lessons are scaffolded to encourage their natural enquiry.

Trips and visitors are organised to further understanding. Possible trips, key texts for the term and dates for monitoring and Parent Partnership days are also noted on the context for learning.

Classrooms and corridors are developed to ensure the learning environment suits the current topic, through creation of effective role-plays and independent learning opportunities.

Assessment and Record Keeping Class teachers assess and record attainment and progress of the core subjects. Topic books provide evidence of subjects taught and progress within the topics can be reviewed. Topic books show progress and celebrate achievements and are monitored regularly to ensure consistency in standards. Each half term/term (dependant on the length of the topic) children are assessed in the foundation subjects using Chris Quigley's Key Skills levelling criteria. Children who are working below, at and above expectations are noted. This information is shared with the relevant subject co-ordinators who collect evidence; planning, assessment data, photographs, and work from year groups to compile a portfolio that allows them to assess how well their subject is being delivered.

Monitoring and Evaluation

The Wider Curriculum Leaders are responsible for monitoring and reviewing the Wider Curriculum on a termly basis, through regular formal and informal discussions, regular observations of lessons regular scrutiny of children's work, monitoring displays and the development of learning environments, monitoring planning to ensure curriculum coverage and speaking with the children about their learning.