

The Blake CE School Curriculum Policy

At The Blake School, our broad and balanced curriculum enables children to flourish. We want our children to enjoy learning and have the skills and knowledge that will support them in the next stages of their learning and in their wider lives. Children have access to an exciting and aspirational curriculum, and throughout their time in the school, will encounter experiences that enable them to engage with the values and Christian ethos that are at the heart of our school.

Links are provided between different areas of learning and ensure that children develop personal values, attitudes and qualities, which enable them to become life-long learners. We promote individual responsibility, determination and resilience alongside spiritual, moral, social and cultural education.

Our vision is to ignite and nurture pupil's natural curiosity; to encourage and inspire them to confidently explore and discover the world around them through an engaging curriculum so they will gain a deeper understanding of the world around them.

The intent of our curriculum is to deliver learning which is accessible to all and that will maximise the outcomes for every child so that they will know more, remember more and understand more. We aim to develop pupils' transferable skills, which can be applied in a purposeful and realistic way to other curriculum areas.

The National Curriculum provides a structure for our curriculum and skills taught throughout the school link to our knowledge-based curriculum. The children in Reception follow a curriculum that adheres to the statutory EYFS guidance; it supports pupils' achievement of the Early Learning Goals leading to GLD (Good Level of Development).

Learning beyond the classroom

The broad and balanced curriculum, enhanced by a range of trips, visitors, music, sports and art events is designed to give children opportunities to become independent and engaged learners. A wide range of extra-curricular activities are planned to provide children with ample opportunities to learn and succeed, whatever their passion, skills and interests.

We aim to provide opportunities both inside and outside the classroom for children to wonder, question, take risks, experiment, predict, investigate, challenge, conclude, to reflect and to learn from their mistakes. Our aim is that these stimulating and challenging experiences help children secure and extend their knowledge and skills. We believe that these opportunities will ensure that our children are confident, life-long learners who are well equipped to explore the ever-changing world around them.

Trips and experience days are encouraged and are planned for across the curriculum to ensure a wealth of learning opportunities for pupils during their time at The Blake.

We also have residential opportunities for our pupils, in Years 4 and 6. We have close links with Adventure Plus (A+) who lead outdoor and adventurous learning for young people. In Year 4, we have a local overnight residential trip and in Year 6, pupils have the opportunity to spend a week away partaking in outdoor adventurous activities.

Planning

Subject Overviews and long-term plans (by year group) map out the learning areas for each subject; these are progressive through the school. Progression documents are also available. Our curriculum provision maps outline the work that we provide for our children; the detail of the plans may change as

teachers respond to teaching and learning needs and the interests of the children in their class. Curriculum planning is termly and weekly, based on the long-term overview.

Teaching and Learning/ Implementation

A variety of teaching and learning styles are used across our lessons to develop children's knowledge, skills and understanding. Sometimes this is done through whole- class teaching, whilst at other times children are engaged in an enquiry-based research activity. Children are encouraged to ask, as well as answer questions. They have the opportunity to use a variety of different mediums to explore and record their understanding, such as the use of photos and audio recordings and to use IT whenever it enhances their learning. Children take part in role-play and discussions and present reports to the rest of the class; they also engage in a variety of problem-solving activities.

All of our subjects have a discrete lesson that is timetabled, however, where possible, we try to ensure cross-curricular learning opportunities are available.

In all classes, children have a wide range of abilities, and suitable learning opportunities are provided for all by matching the challenge of the task to the ability of the child.

Children are encouraged to regularly reflect on their learning, progress, skills and knowledge and to form their own ideas of what could be their next step to enable their understanding to progress. Written or verbal feedback is given to children in line with the school's marking and feedback policy, to help guide pupils progress and know their next steps in learning.

Curriculum Monitoring

Subject Leaders act as advisors and provide a support network for staff in the implementation of the curriculum. A member of the Senior Leadership Team takes a lead role in supporting the integrity of the overarching curriculum and the consistency of the assessment process. Curriculum content is regularly reviewed and adapted as necessary to reflect the needs of specific cohorts and the developing needs of pupils. Resources are monitored in order to ensure both provision and diversity of approach. Best practice across the curriculum is regularly shared as a staff team. Books are monitored by the SLT and subject leaders to allow staff to have the time to reflect and share good practice.

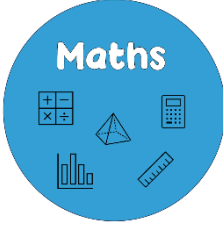

Key Principles Across the Curriculum





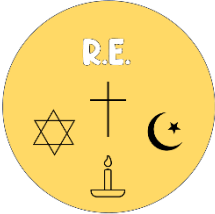
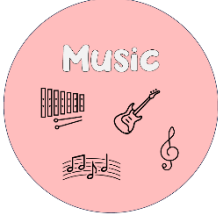
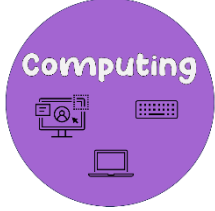
Below are the expectations and principles for presentation of books and within each subject area.


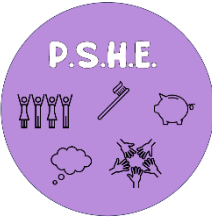

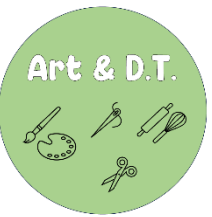
- All work should have a learning focus and should be dated.
- Learning focus and success criteria slips should be used for each lesson. This may be as a separate slip or part of a worksheet. Success criteria will be used as appropriate in Year 1 and 2 – just a learning focus may be present.
- If a lesson is continuing to the next day with the same learning focus and success criteria, simply date in the margin or the next line of the work and continue.
- 'Brain breaks' and/ or a further challenge may be included on this slip as appropriate.

Example:

LF: I can add and subtract fractions.		17.6.24
	Me	Teacher/ TA
I can add and subtract fractions with the same denominator .		
I can change improper fractions into mixed numbers.		
<i>Brain Break: Which of these fractions is <u>not</u> equivalent to $1/4$? $3/6$ $2/8$ $4/16$</i>		
I can also add and subtract fractions with different denominators .		
Challenge: I can even convert mixed numbers into improper fractions in order to add/subtract them.		

 <p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> • 'Morning Maths' is completed by pupils daily in Years 2-6. This is taken from the New Wave scheme for each year group. These are differentiated as appropriate to meet the needs of individual pupils. • We follow the White Rose Maths scheme of learning to deliver our Maths curriculum. This is also supplemented with other resources to support the learning in each class or across a year group. • Pupils have access to Times Table Rock Stars (TTRS) to support their learning of multiplication and division facts. • A Maths 'working wall' is displayed in each classroom. • <i>Please see the 'Maths Non-Negotiables' for further information.</i>
 <p style="text-align: center;">English</p>	<ul style="list-style-type: none"> • High quality texts are used to deliver our English curriculum. An overview of these is available for each year group – this outlines the books used and the writing foci for each term. • An English 'working wall' is displayed in each classroom – this should include relevant vocabulary and resources to support the learning journey of a topic or book. • The handwriting policy is followed to maintain consistency and progression in handwriting and presentation. • <i>Please see the 'English Non-Negotiables' for further information.</i>

	<ul style="list-style-type: none"> • Pupils in Reception, Year 1 and Year 2 follow Read Write Inc. (RWI) to learn phonics and support their early reading. These pupils will have a 'book bag book' which is matched to their phonic knowledge and a separate book to read and enjoy. • Pupils can take two books out of the library each week to enjoy for pleasure. • Middle areas and classrooms have a selection of high-quality reading books for children to enjoy. • Pupils in Years 3-6 develop their comprehension skills through guided reading sessions; these happen three times a week. Pupils record their guided reading outcomes in a reading journal. • Weekly reading tasks are set for home learning. • <i>Please see the reading policy for further information.</i>
  	<ul style="list-style-type: none"> • Each unit/topic/ theme will start with a title page. This should include the title of the topic, a picture relating to it, a box for key vocabulary and the objectives/ learning focuses to be covered during the topic. • Work should have a learning focus slip with success criteria and should be dated. • Low stakes quizzes, 'flashbacks' and recaps are used regularly (or ideally in some form every lesson) to ensure knowledge is recapped and supports children's long-term memory. • Within lessons, children are reminded what the subject is and what it is to 'be a scientist/ geographer/ historian'.
	<ul style="list-style-type: none"> • Each term a new Big Question is covered. At the start of a new term, a Big Question 'title page' reflection sheet should be stuck into books and be completed by the children. • At the end of each term, the second reflection box should be completed on the Big Question title page. • Classes have an RE Reflections Book – this is a book that the whole class contribute towards, noting down reflections from their RE lessons and discussions, Collective Worship or the Value of the Month. • Classrooms should have a display where the value of the month is visible and the Lord's Prayer and School Prayer are displayed, along with a candle. • Daily reflection time is planned in (often at the end of the day) and Space Makers resources can be used to support this.
	<ul style="list-style-type: none"> • Music is taught following the long-term plan and is delivered through the scheme, 'Charanga', year group productions and cross curricular links, such as dance or computing. • As appropriate, evidence in the form of photos, video clips, worksheets or written composition is encouraged.
	<ul style="list-style-type: none"> • 'Purple Mash' is the scheme used to deliver our computing curriculum. • Pupils' work is saved online under each class. • Pupils are encouraged to develop their word processing and presentation skills in a cross-curricular way.

	<ul style="list-style-type: none"> • The scheme, 'Real PE' is used to deliver our PE curriculum. This is broken down into three main units: Core Real PE, Real Gym and Real Dance. We follow the same 'learning behaviour cog' throughout the school for each term (e.g. Term 1 Personal, Term 2 Social – please see the PE Overview for each unit and the learning behaviour that is linked.) • 2 hours of high-quality PE is delivered to each class each week. • Pupils in Years 4 and 5 also have swimming lessons. Pupils in Year 4 swim for four terms (Autumn 1 – Spring 2) for an hour each week. Pupils in Year 5 swim during terms 5 and 6.
	<ul style="list-style-type: none"> • PSHE is delivered through the SCARF scheme. SCARF (which stands for Safety, Caring, Achievement, Resilience, Friendship) is a whole-school approach to promoting positive behaviour, mental health, wellbeing, resilience and achievement. • Classes have a PSHE Reflections Book which they use to record discussions, questions and learning points from a lesson. This may be completed by the teacher in KS1 and Lower KS2 and is encouraged to be completed by the pupils in Upper KS2.
	<ul style="list-style-type: none"> • Pupils in Years 3, 4 5 and 6 learn French as their modern foreign language. The scheme, 'Salut!', is used to deliver this. • Within the programme, worksheets for written evidence and application are available through the scheme and are encouraged. Termly booklets can be made from these.
	<ul style="list-style-type: none"> • Pupils have a scrapbook and art folder. These are used to evidence their skills practise and outcomes. • Photos of DT projects, including cooking, are to be saved on Teams within the DT folder.

Subject logos are used across the curriculum to endorse children's understanding of what each subject is about and support with the visual timetable in classrooms. They are displayed for lessons on PowerPoints/ Smarts.

Assessment, Feedback and Marking

Assessment within the school has both statutory and non-statutory elements. Statutory tests are a form of summative assessment and are undertaken as required by legislation. Non-statutory assessments may take many forms, including pupils' self-assessment, and is used where it is considered valuable to provide information that will support and develop teaching and learning.

Assessment is used to provide information about the progress and attainment of individual children, groups of children and year groups. Assessment should also:

- move children forward in their learning,
- provide information to identify and support the next steps in learning,
- inform planning including curriculum action plans,
- move children forward in developing both their growth mindset and their resilience in learning,
- raise expectations and aspirations.

Assessment also provides information that is used to:

- check understanding and inform future teaching,
- track individual progress against Age Related Expectations (ARE) and previous attainment,
- analyse performance against ODS and national data,
- monitor the attainment and progress of specific groups/ cohorts,
- inform parents, other school staff, governors and appropriate outside agencies,
- inform future school development priorities.

Assessment data is used by teaching staff and senior leaders, with support from ODS, to set targets for all pupils, which include an appropriate level of challenge. Both individuals and groups of pupils are identified who require support or specialist intervention work, including those who are more able and may require appropriate extension activities.

Assessment Principles

Reception

The EYF Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5, usually the reception year. Each child's level of development is assessed against 17 Early Learning Goals (ELGs) across all 7 areas of learning in the EYF. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYF, or if they are not yet reaching this level and should therefore be assessed as 'emerging'. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYF in order to support children's successful transition to Year 1.

Teachers are expected to use their professional judgement to make EYF Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do. Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout Reception. This will include identifying areas where children may be at risk of falling behind, so that teachers can provide effective support where needed.

Key Stages 1 and 2

Children's progress in Reading, Writing and Maths is assessed against Age Related Expectations for the National Curriculum and tracked by the Trusts chosen assessment tool, Insight. Teacher judgements are used alongside the objectives on Insight to provide more nuanced assessments during the Autumn, Spring and Summer terms. Pupil's knowledge and understanding in Science and RE is also tracked.

Statutory assessments are currently undertaken as follows:

- Year 1 – Phonics test (pupils who do not pass this test in Year 1 will take it again in Year 2.)
- Year 4 – Multiplication check
- Year 6 – KS2 SATs

The school is required to report on outcomes of these statutory assessments.

In Year 2, optional KS1 SATs are undertaken and used to inform end of Key Stage 1 teacher judgements.

NFER tests are used to support teacher judgements in the summer term in Years 3, 4 and 5. Moderation is used across the school. Pupils' work is used effectively to monitor their progression through the curriculum and ensure that they are building on skills already mastered and knowledge already gained.

For pupils working out of year group, a SEND Assessment is made to track attainment and progress on Insight.

Assessment is part of day-to-day classroom activity. Throughout the year, assessment tasks, together with a range of other evidence, are used to assess children's knowledge, skills and understanding. As well as providing valuable information to enable high quality teaching and learning the monitoring of assessment data, whether statutory or non-statutory is a key part of the school's on-going development and improvement.

Feedback and Marking

Staff are committed to ensuring that all children have a positive learning experience, which will lead them to develop a life-long love of learning. It is through effective feedback and marking that children are enabled to better tackle subsequent work and make the most significant progress. Effective feedback, either verbal or written, is part of a supportive learning environment that is at the heart of the school. Identifying areas of weakness and correcting errors within learning is done with care and thought in order that children are able to build successfully on their learning. Feedback and marking should be meaningful, manageable and motivating.

- Work should be marked regularly to move learning forward. The depth of marking may be dependent on the task. Staff are encouraged to provide live feedback to pupils within lessons and mark work with 'four quarters marking' in mind. (See image below.)
- If appropriate, pupils are encouraged to self-assess and mark their own work.



- In all subjects where a learning focus is present, the learning focus should be marked against, by highlighting the LF in green or yellow to show whether this has been achieved or the child is still working towards this.
- Specific success will be identified in green highlighter throughout a piece of work.
- Teachers and pupils should tick against the success criteria statements.
- The use of self-assessment smileys is encouraged by the children – this is so that they can reflect on their learning and show their level of confidence in completing a task. Comments are encouraged by pupils as appropriate.
- Teachers mark in blue pen.
- TAs mark in red pen.
- Pupils mark and edit their work in green pen.
- Work is 'ticked' if correct, and a 'dot' is used to show an incorrect answer.
- Incorrect spellings will be identified (highlighted or underlined and spelling written) and children will have opportunities to practise these at the bottom of the page or in the margin.
- Please use the following marking symbols:
 - V for verbal feedback
 - // used to identify a new paragraph.
 - ^ used for omitted words.
 - 'G' used to show work is guided.
 - 'P' may be used to indicate prompting.
 - 'S' used to show work is supported.
 - 'I' may be used to demonstrate independent work.

(If work has neither a 'G' nor an 'S', it is assumed the work has been completed independently.)