

NORTHCOTE PRIMARY SCHOOL

Teaching, Learning and Assessment Curriculum. Policy

Our Mission

To enable pupils to maximise their potential; both intellectually and socially, by creating a stimulating, secure and caring environment in which a broad and balanced education is provided.

AIMS OF THE POLICY

This policy, has been created by and agreed upon by the Senior Leadership Team, teaching staff and Governing Body. This policy should be read in conjunction with other school policies (e.g. subject policies, marking policy, behaviour policy etc.) that are all available on the school website or from the school office.

At Northcote Primary School we are committed to high quality teaching, learning and assessment to raise standards of achievement for all children. We strive to develop the whole pupil, making learning enjoyable, accessible and with a clear purpose. We will provide a curriculum which is engaging, exciting, challenging, dynamic and relevant to our children. Curriculum leaders will strive to make their subjects the best that they can be. Everyone will show pride in their work and our curriculum will celebrate cultural diversity.

We aim to provide our children an education which will enable them to be personally fulfilled and to become socially, morally, emotionally, intellectually, spiritually and culturally integrated members of society.

Curriculum Provision at Northcote

The aim of the National Curriculum in England is to;

“provide pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.....

.....The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.”

At Northcote a full range of national curriculum subjects are delivered in order to offer all of our children a broad and balanced curriculum.

These include: English, Mathematics, Science, History, Geography, Art and Design, Design Technology, Physical Education, Music, MFL (Spanish) and Computing.

We also provide a curriculum that embraces; P.S.H.E., including S.R.E. and P4C, R.E. (in accordance with Liverpool SACRE) British Values. Messages around keeping safe including 'Safer Messages' are woven within our whole school curriculum as well as being taught as stand-alone learning opportunities.

The children's learning experiences are enriched through visits, visitors, themed weeks and extra-curricular activities.

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subjects/topics for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

- The Primary National Curriculum 2014;
- the Early Years Foundation Stage Framework (2021)
- The Abacus Scheme for Mathematics
- Assertive Mentoring for Mathematics
- The Liverpool School Improvement Scheme for English
- Little Wandle Revised Letters and Sounds for Phonics
- MGL Scheme of Work for computing.

We have set out "non-negotiable" expectations for the teaching and learning and curriculum delivery at our school:

- We will not accept poor practice. If it (teaching, marking, planning, environment, record keeping or display) is not good enough for our children the leadership team will take action.
- Marking and presentation policies provide clear guidelines to support outstanding teaching and learning.
- Behaviour policies and procedures provide clear guidelines to ensure that poor behaviour does not interrupt progress.

Teaching and Learning

- We do not accept poor standards from the children therefore it would be wrong for us to accept inadequate practice from staff. Only good or outstanding teaching and learning is acceptable. Energy and enthusiasm of staff cannot be diminished. We have the confidence to be challenged and adapt our ideas and practice to raise standards and improve our pupil's life chances.

The learning environment:

- Subject displays around the school should be changed termly and are in line with the school display policy and timetable. No poor practice will be accepted by the staff collectively. We are the children's advocates and will only accept the very best. In classrooms 'Working

Walls' are used as an aide to drive pupil progress through different topics in English and Mathematics.

- Teachers work tirelessly to create purposeful climate for learning in all classrooms, ensuring children are safe, engaged, challenged and supported. This climate for learning and care of pupils is mirrored on extracurricular trips as well as learning in other areas of the school.

All areas of the curriculum are looked after by a designated member of staff (the subject leader). Subject leaders have a variety of roles. These include:

- Taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- Providing guidance to ensure that a vibrant, engaging, purposeful and challenging curriculum is in place throughout the school.
- Supporting colleagues in their development and implementation of the scheme of work, and in assessment of the subject.
- Monitoring progress in their subjects and advising the Headteacher and SLT on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- Keeping up-to-date on subject development through reading and attending relevant CPD. Then ensuring that this is fed back to staff.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Assessment

The national picture for assessment in schools has never been more complicated for children and parents to understand. We hope that we can explain our ethos for purposeful assessment and how and why we carry out assessments.

We have created a system called 'The Northcote Learning Stages'. We did this so that the children follow the same assessment process throughout their time at Northcote. Children are assessed against AGE RELATED EXPECTATIONS (learning stages).

In each year group children are assessed against their knowledge, skills and understanding of the learning that they have been completing over periods of time. We use a range of written assessments, questioning and PoP (Proof of Progress) tasks to make a judgement on how the children are learning. Teachers and school leaders then use this information to support or challenge our children to ensure that our curriculum best suits their needs.

Assessments in the core subjects (including statutory assessments):

Assessment in EYFS

As children enter our reception they will complete a Baseline Assessment to set targets for their future education, this is completed in the first 6 weeks. This is something that is statutory and is done in all UK primary schools. The majority of children in our reception have transitioned from nursery so we have a thorough, long running assessment profile on them as they transition into reception. As children leave reception they will be assessed as achieving expected age related expectations or not.

Assessment in KS1

In **year 1** all children will complete the statutory Phonics Screening Check – this is to assess their knowledge of all of the sounds.

In **year 1** and **year 2** children will be assessed in:

- Reading
- Writing (termly)
- Maths
- GPS (grammar, punctuation and spelling—year 2 only)

In **year 2** children complete their KS1 Statutory Assessments in;

- Reading
- Writing
- Maths
- GPS (grammar, punctuation and spelling)

Assessment in KS2

Children will be assessed half termly in :

- Reading
- Maths
- GPS (grammar, punctuation and spelling)
- Writing (termly)

In **year 4** children will complete their multiplication tables check (statutory assessment) - this is to determine whether year 4 pupils can fluently recall their multiplication tables. School will use the results from the check to identify pupils who require additional support.

In **year 6** children sit their **KS2 SATs** (Statutory Assessment Tests)

We always ensure that any written assessments are completed in a non- pressure environment and we use assessment data to support our children and further develop our curriculum provision.

Assessment in science and the foundation curriculum.

Assessment in these subjects is not as formal, yet just as important in monitoring the effectiveness of our curriculum provision. Assessment is ongoing and skilfully woven into the children's teaching and learning. Teachers use questioning, observations and PoP (Proof of Progress) tasks to ensure that children are achieving and engaged in their learning.

Special Educational Needs

Northcote Primary School are proud of the Inclusion Charter Mark (Gold Award) that we have, and all staff set high expectations for all children and plan to ensure that there are no barriers to every child achieving. Where a child is identified as having special needs a programme of support is agreed between the SEND coordinator (Miss Gore) and class teacher. Where necessary, support may be sought from outside agencies following consultation with parent(s)/carer(s). (See SEND policy)

More Able and Skilled Pupils (MAS)

Northcote Primary School are proud of our MAS children and relish the opportunity to provide a challenging, rich, mastery curriculum; ensuring the highest possible standards both educationally and socially for these pupils. Differentiation, challenge, extracurricular opportunities as well as additional learning experiences ensure this.

Early Years Foundation Stage

Children in Nursery and Reception follow the Early Years Foundation Stage curriculum. Curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, building on their pre-school experiences and preparing them to successfully access the Key Stage 1 curriculum.

The seven areas of learning and development are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We fully support the principle that young children learn through play, and by engaging in well planned structured activities. Our curriculum is based around carefully planned topics that are implemented in a variety of ways through whole group, small group and individual situations.

The aims of our EYFS:

Provide a structured, secure, caring and very well resourced learning environment; both inside and out, which meets the individual developmental needs of all children. Enable all children to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own future learning. Build strong links with parents and families from this young age. Promote home/school communication to best support our children.

Monitor and review

The Headteacher, governing body and School Improvement Partner are responsible for monitoring the way in which the school curriculum is implemented.

The Curriculum Leader is responsible for the monitoring and reviewing of all curriculum planning and ensuring all subject leaders and teachers receive relevant, high quality CPD opportunities.

Signed _____

This policy to be reviewed on Yearly basis.

Member of staff responsible:

Charlotte Foden

Date Policy written:

September 2021

Date to be reviewed:

September 2022