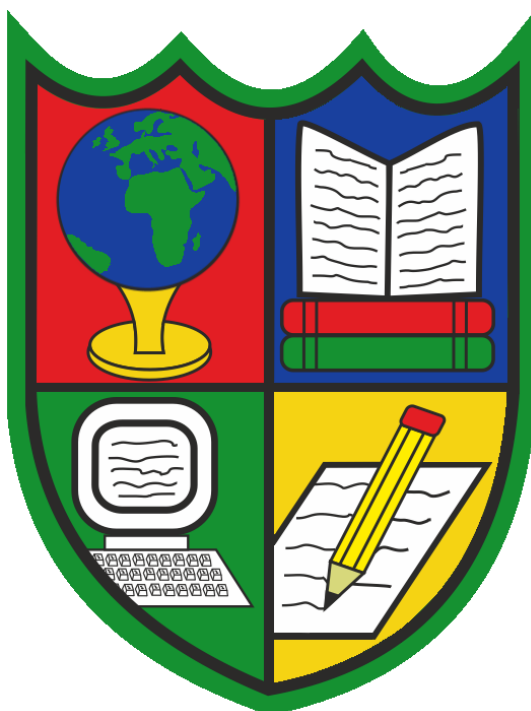


Highfield Primary School



Teaching and Learning / Curriculum Policy

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School Context

Highfield is a two-form entry primary school. The school location deprivation indicator is in quintile five (the top 20% most deprived) of all schools. The pupil base is in quintile five (most deprived) of all schools in terms of deprivation. The % of children with SEN lower than local figures (12%) and school presently have 14 children with Education, Health and Care Plans. The number of EAL children has risen each year since 2017 and is now 19.2% of the school population.

Curriculum Intent

The aim of the curriculum at Highfield is to provide our children with an engaging, creative and enjoyable curriculum that equips them for today and tomorrow.

At Highfield our curriculum has been designed to meet the diverse needs of all the children in our school community through:

- Investigation and enquiry using first hand experiences underpinned by knowledge, skills and vocabulary.
- Building on prior knowledge.
- Providing the children with social and emotional skills to become good citizens.

At Highfield we believe that 'happy children learn well.' Child and adult wellbeing is at the heart of everything we do.

We use our Highfield values (Ready, Respectful and Safe) to promote positive behaviours and attitudes to learning and equip our children with a thirst for new knowledge and experiences, with the drive and enthusiasm to become lifelong learners.

Our Growth Mindset approach instils resilience, perseverance, self-worth and an ability to learn from our mistakes.

Community involvement is an integral part of our curriculum, welcoming families and visitors to facilitate learning new skills and sharing experiences.

Children leave our school with a sense of belonging to a tightly knit community. They have the confidence and skills to make good choices and friendships.

Barriers to learning

At Highfield Primary School, we acknowledge and understand that our pupils may experience a variety of different barriers to learning. However, we know that the impact of these barriers to learning can be reduced through high quality classroom teaching, an ambitious curriculum and carefully planned additional interventions and support, where necessary.

Some of the key barriers to learning some pupils at Highfield primary school may experience are:

- Underdeveloped receptive and expressive language skills on entry to Reception.
- Limited vocabulary upon entry to school.
- Limited opportunities to engage with enrichment activities outside of school and wider learning opportunities – therefore their cultural capital is lower and this can therefore limit the range of vocabulary that is acquired.
- Underdeveloped social, emotional and developmental skills leading to poor executive functioning from early trauma or attachment, which could lead to social, emotional and mental health issues.
- Pupils with poor learning dispositions, low self-esteem, self-belief, motivation and resilience.

Strategies to overcome barriers to learning

At Highfield Primary School, we know that the impact of these barriers to learning can be reduced through access to a broad and balanced curriculum and high-quality teaching, delivered by well trained

and knowledgeable staff, using teaching strategies and scaffolds that are research-based and/or evidence informed to ensure that all learners (including those with SEND and Pupil Premium eligible learners) have access to the full curriculum.

Our main strategies to provide access to the full curriculum and overcome barriers to learning are:

- An ambitious, broad and balanced curriculum for all children.
- Adaptive teaching.
- Retrieval practice/spaced retrieval.
- The use of collaborative learning strategies (including Kagan structures) to support pupils' learning through structured discussion and reasoning.
- A strong focus on developing staff subject knowledge (content knowledge) and effective delivery of the curriculum (pedagogical knowledge).
- A strong focus on developing pupils' oracy to enable all children to become fluent, articulate and confident communicators.

Adaptive teaching

At Highfield, we understand that pupils learn at different rates and require different levels and types of support to succeed. Teachers will need to have a strong understanding of pupils' levels of prior knowledge and any barriers to learning. Adaptive teaching includes:

- making use of formative assessment to identify where content may need to be broken down further,
- carefully balancing the input of new content, taking into account pupils' prior knowledge and understanding,
- making effective use of teaching assistants and additional adults,
- making use of well-designed resources,
- careful use of scaffolding to support pupils' learning.

Differentiated tasks can be a part of adaptive teaching, but will only be used where this is appropriate and where high expectations for all pupils are maintained.

Retrieval practice/spaced retrieval

The vast majority of lessons will begin with a short review (5 minutes) of previous learning. This daily review will support children to strengthen their recall and understanding of: key knowledge/facts (e.g. x4 tables, the reasons for the Viking invasion of Britain); key vocabulary (e.g. the layers of a rainforest, the definition of words from the knowledge organiser), key concepts (eg. Monarchy); or procedures (e.g. column addition).

Reviewing previous learning will normally focus on either:

- **Practising and recalling previously learnt knowledge or skills.** This will enable the pupils to recall this information with increased automaticity. This enables pupils to develop well connected networks of information/ideas (schema) and this in turn reduces the impact on pupils' working memory and allows them to access prior knowledge more readily and learn new information more easily.
- **Practising and recalling previously learnt knowledge, vocabulary or skills, which will support the pupils within that day's lesson.** This will reduce the load on pupils' working memory and support their learning of new information.

Retrieval practice activities at Highfield may be completed at the beginning of a lesson. Pupils will answer questions based on a review of previous learning from the: last lesson; last week; last term; and last year. This enables pupils to develop well-connected networks of information and ideas.

Staff subject knowledge

At Highfield, we recognise the importance of providing all staff with the subject knowledge and resources to deliver a high quality and ambitious curriculum to all pupils. Staff CPD identifies regular opportunities to develop the three types of essential knowledge needed to effectively plan and teach the curriculum:

- Content knowledge – teachers’ knowledge of the subject they are teaching,
- Pedagogical knowledge – teachers’ knowledge of effective teaching methods,
- Pedagogical content knowledge – teachers’ knowledge of how to teach the particular subject or topic.

Cooperative learning strategies

Where appropriate, lessons may involve cooperative learning strategies (including Kagan structures) to support pupils’ learning. The structures provide pupils with a framework to scaffold and support their discussions and learning. These structures help to ensure that all pupils are engaged within their learning and that all pupils contribute to paired, group and whole class discussions. All staff throughout school received training in these approaches to ensure they can be implemented throughout all areas of the curriculum and by all staff where appropriate.

Some structures which may be present within the curriculum include:

- Rally Robin
- Timed Pair Share
- Round Robin (including All Write Round Robin)
- Rally Coach
- Stand Up, Hand Up, Pair Up

Oracy

At Highfield, we place a strong emphasis upon developing pupils’ oracy skills. This includes utilising a range of strategies to enable children to become confident communicators, including the introduction of Drawing Club in EYFS and the NELI intervention to build children’s vocabulary, listening and storytelling skills through targeted small group sessions. This focus on oracy will be evident throughout the curriculum and all aspects of school life.

Learning Objectives

Learning objectives are subject specific and tell children about the specific knowledge or skill they will learn in the lesson, meeting the criteria of the National Curriculum. Children are supported to achieve the objective through clear steps to success, which are shared with the children during the lesson. The teacher models how to apply this and children are given the opportunity to practise before completing independent tasks. The steps to success are then the basis of feedback, informing children what their next step in learning is.

Phonics/Reading

Reading is at the heart of the curriculum and impacts on all learning. Our aim is to teach children to become confident and competent readers by learning how to word read and by developing comprehension skills, which they can apply across the curriculum, as well as a life-long love of reading for pleasure. Parents are actively encouraged to be involved in their child’s reading journey throughout their time at Highfield. In Early Years and KS1, they are invited to Stay and Read activities and reading workshops. Children read in school independently, in guided groups and as a shared class

session. They listen to adults and other children read a variety of non-fiction and fiction texts. Early reading is taught using **Read, Write, Inc.** where pupils are systematically taught the phonemes (sounds), how to blend the sounds for reading and how to segment the sounds in order to write words. High frequency words are also taught through spelling in class and at home.

In **EYFS**, there are daily discrete phonic sessions. There are good quality texts in our environment for children to access with staff and their peers during continuous provision and to read for pleasure. In addition to this, some children access 1 to 1 phonics sessions.

In **Key Stage One**, there are daily discrete phonic sessions. Children in Year 2 have a weekly comprehension session where different question types are shown and strategies are modelled before children are then given the opportunity to apply them. In addition to this, some children access small group phonics sessions.

In **Key Stage Two**, children have whole class reading sessions and a weekly comprehension session in addition to fifteen minutes a day dedicated to reading for pleasure, which is completed by the class teacher.

Children in EYFS and KS1 are assessed every six/eight weeks to ensure they are receiving phonics at an appropriate level. They are grouped according to their phonic ability across EYFS and also across KS1. These groups are kept small to make sure children are able to make rapid progress and move through the RWI programme at an appropriate pace.

Spelling patterns are introduced and reinforced through Spelling Planet in Year 2 and 3 and through Spelling PlanIt in Years 4 to 6. Reading books are changed regularly and children are exposed to exciting reading material through home-school readers and library books.

Throughout school we use 'Are You Really Reading?' strategies which focus on developing summarising skills alongside accurate use of vocabulary using the 5 strands:

- Timelines
- The six-word summary / hashtag
- Emojis
- Impression / evidence
- The 3 /5 most important

Through KS2 we use Reciprocal Reading to promote a dialogue for the purpose of jointly constructing the meaning of the text, understanding of key reading skills and enabling children to comprehend what they have read, across a range of text types.

All pupils at Highfield take home a reading book to practise reading at home to an adult. Pupils in EYFS and KS1 are provided with an e- book which is closely matched to their phonic level.

Pupils in KS2 take home a book matched to their ability. In addition to this, all pupils have the opportunity to take home a library book to be read for pleasure and shared with an adult.

How do we support children who are not keeping up with Phonic program?

The RWI assessments are also used to highlight any child that is not making sufficient progress and an intervention can be put in place. All teaching assistants that support children who fall behind in phonics are trained accordingly. Children are frequently assessed to see if they have caught up. This provides additional support, on top of their daily phonic session, or they work individually on their phonic targets (identified on provision maps), depending on their needs. The impact of this is seen in the improvement in marks in the Phonic Screening Check and overall reading results.

In Year Two, children who have not passed the Phonic Screening Check, are part of a Reading intervention.

Phonics Training

The teaching Assistants that support the children working below age-related expectations are specifically trained in phonics. Everyone who teaches phonics has training. Furthermore, they are supported by the phonics lead. This involves lesson demonstrations and planning support. Children that do not pass the Phonics Screening Check in Year One have the opportunity to repeat the test when they are in Year Two. We acknowledge that for most children regular Synthetic Phonics lessons are the best way to learn, but some children require a different approach or a combination of different phonic strategies.

Reading to an adult in school

All children are listened to read by an adult at least once per week. Comments are recorded in reading records. Children whose attainment is in the lowest 20% will be heard read more regularly and daily where possible.

Writing

At Highfield, we aim to deliver a high-quality English curriculum that enables children to become confident, literate, successful members of society, with a deep love and understanding of English language and literature.

We provide children with lots of wonderful inspirational opportunities, which encourages them to enjoy writing, and excellent teaching and support to ensure children make good progress. In EYFS children learn how to hold a pencil properly and begin to form letters, words and sentences and we explicitly teach joined handwriting from Year 3 onwards. In EYFS and KS1 children are introduced to 'Mighty Writer', an exciting, visual teaching resource which simplifies the process of learning to write. We link our writing context to our curriculum topics, finding real life reasons for children's writing to enthuse them with purpose; recent examples include letters on topical themes and performance poetry and speeches. By the end of Year 6, we intend for our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.

Maths

Mathematics is essential to everyday life, critical to Science and Technology and necessary for financial literacy and most forms of employment. We intend to develop Mathematics in school by:

- ensuring children follow a Mastery approach throughout the Key Stages.
- improving fluency and speed of times table recall and core number facts.
- using a Concrete-Pictorial-Abstract (CPA) approach.
- ensuring problem solving and reasoning are part of daily Maths lessons.
- providing opportunities to reason and apply Maths to real life situations.
- helping children to make links between different concepts.
- ensuring Maths is consistently being taught at a good level across all classes.

Ensuring SEND pupils are accessing appropriate interventions and catch-up

In order to achieve this we:

- provide manipulatives for all year groups.
- adapt planning to ensure small steps are taught and progression is evident.

- use age-appropriate vocabulary.
- use working walls to support learning.
- use tasks to help support retention of knowledge.
- use PIVATS to support pupils with SEND.
- use LBQ, CLIC and TTRS to support learning.
- complete termly NTS tests to support AfL and analyse to identify gaps and where intervention is needed.

History, Geography and Science

At Highfield, we utilise a cross-curricular approach to teach history, geography and science topics. We use a high-quality text at the heart of these topics to develop pupils' reading skills and make strong links to the topics, e.g. 'Kensuke's Kingdom - Rainforests (Y5), Darwin's Dragons - Evolution (Y6), 'Beowulf' – Anglo-Saxons (Y4).

The cross-curricular approach continues into writing (where appropriate). Pupils will learn about a variety of genres each half term and writing will often link to the topic being studied and often the key text. This enables pupils to demonstrate their scientific, historical or geographical understanding through their writing. This also helps to consolidate pupils' learning and understanding through applying their knowledge to their writing. It also provides children with opportunities to utilise subject specific vocabulary they have learnt within their writing.

Knowledge organisers are utilised to outline the key knowledge and vocabulary which the children will learn within the topic.

Art and Design

We use the National Curriculum document as the basis of our art curriculum. Where appropriate, units are linked to the topic being studied but only where this enhances the curriculum. Pupils access art units for three half terms each year. Within these units, pupils will develop their knowledge and skills within the following areas: drawing; painting and mixed media; sculpture and 3D; and craft and design. Pupils will develop and refine their skills through structured teaching and practice. Pupils will then use their knowledge and skills to produce a final piece at the end of the unit. Throughout the curriculum, pupils are also taught about significant artists and their well-known pieces of artwork.

Design and Technology (DT)

We use 'Projects on a Page' to deliver the DT curriculum. Where appropriate, units are linked to the topic being studied but only where this enhances the curriculum. Pupils access DT units for three half terms each year. Through the study of DT, pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Through the DT curriculum, pupils will develop their knowledge and skills in the following areas: textiles; structures; mechanisms/ mechanical systems; electrical systems (KS2); and digital world (KS2).

High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. Within DT, pupils will design, make and evaluate within a range of projects, including food technology. Pupils will also learn about the work of famous engineers throughout history.

Personal, Social, Health and Economic Education (PSHE) (including RSE (Relationships and Sex Education))

Our PSHE programme of study, myHappymind+, aims to equip our pupils with the knowledge, understanding, skills and strategies required to become healthy, independent and responsible members of society.

Our curriculum intends to develop the whole child through carefully planned and resourced lessons that foster pupils' knowledge and skills necessary to: grow personally and socially; protect and enhance their wellbeing; stay safe and healthy; build and maintain successful relationships; and become active citizens, who are able to responsibly contribute to our diverse society.

myHappymind+ promotes an understanding of British Values and Protected Characteristics, developing appreciation of others and their value in society, as well as building positive views of themselves, so as to develop their self-worth, a strong sense of identity and become confident citizens by playing a positive role in contributing to school life and the wider community. All the topics support social, moral, spiritual and cultural development and provide all pupils with appropriate and essential safeguarding knowledge to enable them to know they can ask for help.

The myHappymind+ programme of study is fully in line with the learning outcomes and core themes of the PSHE Association scheme of work. It covers all the required objectives and follows the four core strands of: myHappymind, myHappybody, myHappyrelationships and myHappyworld. It also fulfils the requirements of the 2020 Statutory Relationship and Health Education guidance, which enables all pupils to build positive, safe and healthy relationships now and in their future lives.

myHappymind+ lessons are taught each week in all classes.

Religious Education (RE)

We follow the SACRE scheme of work, which utilises an enquiry-based approach to RE learning.

Our intent for the RE curriculum is for all pupils:

- To know about and understand a range of religions and worldviews.
- To express ideas and insights about the nature, significance and impact of religions and worldviews.
- To gain and deploy the skills needed to engage seriously with religions and worldviews.
- To respect ideas, religions and worldviews which may differ to their own.
- To have opportunities to gain cultural capital, both within school and in the local community.

Through our curriculum, we aim for children to develop a secure understanding of the knowledge and concepts surrounding RE as well as developing positive attitudes to cultures and beliefs that vary from their own. Pupils will learn about the following religions throughout the curriculum: Christianity, Islam, Judaism, Buddhism and Hinduism and will visit places of worship.

In addition, assemblies are used to raise awareness of religious events within a range of faiths.

Modern Foreign Language (MfL)

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

At Highfield, pupils study Spanish across KS2. We follow the Linguastars curriculum delivered by a specialist Spanish teacher. The Linguastars Learning curriculum progressively develops pupils' knowledge and skills in five key areas (listening, speaking, reading, writing, grammar) and the carefully sequenced curriculum is based upon three pillars (phonics, vocabulary and grammar). Pupils develop an understanding of the value of learning a language and build a wide vocabulary bank, which they can apply in real life situations. Children also develop an understanding of the varied culture of Spanish speaking countries.

Computing

When planning and teaching computing at Highfield, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. Computing, in general, is a significant part of everyone's daily life and children should be at the forefront of new technology, with a thirst for learning what is out there. Computing within schools can therefore provide a wealth of learning opportunities and transferrable skills explicitly within the computing lesson and across other curriculum subjects.

At Highfield, we follow the Kapow scheme of work, which develops pupils' knowledge and understanding in the following areas of computing: Programming, Computing systems and networks, data handling, creating media and a skills showcase. Throughout all areas of the computing curriculum, pupils develop their understanding of online safety, ensuring that pupils are aware of the benefits of the internet but also the potential dangers.

Music

Music is taught by both external providers (Mr Martin Music) as well as by class teachers. We follow the Kapow scheme of work.

The intent of the music curriculum at Highfield is that music will become fully embedded in every aspect of school life and that every child will adopt a lifelong love of music. We want to foster a passion for music in children of all abilities and cultural backgrounds and to give them the opportunity to become real musicians. Pupils will be taught the skills to improvise, compose and understand musical terminology. They will also be given the opportunity to sing in different languages, celebrating the different cultures within school and in the wider world.

All pupils will be provided with the opportunity to learn to play a musical instrument. Currently, pupils in KS2 learn to play the ukulele and the Djembe drum and pupils in UKS2 learn Samba. Small group guitar tuition is offered to Years 4, 5 and 6 through Alfa Music.

Additionally, there is a large choir which pupils in Year 5 & Year 6 are able to join.

Physical Education (PE)

At Highfield, we recognise the importance of PE in promoting and developing our pupils' physical and mental health. The PE curriculum exposes pupils to a wide variety of activities and sports, which enables them to develop their coordination, balance, stamina and teamwork skills. The PE curriculum includes the following activities within each year group:

- Gymnastics
- Dance
- Invasion Games
- Net and Wall Games
- Athletics
- Swimming (Years 3, 5 and Y6 non-swimmers)

PE lessons are delivered by class teachers. In addition to this, Rees Sports and Edstart are utilised to enhance the curriculum in gymnastics, dance and other areas/sports throughout the curriculum.

All pupils are given opportunities to attend after school sports clubs and there are many opportunities for pupils to represent the school in competitions and sports festivals.

EYFS

For pupils in the EYFS, we aim:

- To ensure that children feel secure, valued and confident and develop a sense of achievement through learning, which is a pleasurable and rewarding experience.
- To provide a range of activities which take account of the child's interests and achievements and to promote the development of physical, intellectual, emotional and social ability.
- To encourage children to think and talk about their learning and to develop self-control and independence.
- To recognise the value of providing first hand experiences, giving clear explanations, adult intervention at appropriate times, and the use of play and talk as media for learning.
- To ensure that children's progress and future learning needs are assessed and recorded through frequent observation beginning at the child's entry to school and shared with parents on a regular basis at one-to-one meetings and at consultation meetings with parents.
- To seek to provide a physical environment which both supports and promotes learning with comfortable and appropriate space, facilities and equipment organised with regard to health and safety.
- To plan appropriate opportunities to develop the child's knowledge, understanding and skills according to Early Learning Goals and the KS1 Programmes of Study of the National Curriculum.

Three prime areas of learning:

Physical Development

Personal, Social and Emotional Development

Communication and Language

Four specific areas of learning:

Literacy

Mathematics

Expressive Art and Design Understanding

the world

SEND (PIVATS)

Highfield aims to provide all children with the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the knowledge, skills and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The PIVATS scheme provides support in teaching pupils with SEND by breaking down National Curriculum objectives into small steps, which enable children to achieve their full potential.

Presentation

At Highfield, we believe a consistency of approach is key to raising standards of presentation. Standards of presentation will enhance the pride children have in work produced and the expectation is that all written work will receive the same consistent approach, which will improve standards, not just in presentation, but also in content.

We aim:

- To ensure that quality work is produced by children at all ages and abilities.
- To enable children to have success, resulting in better self-esteem.
- To produce consistency of approach and standards, no matter who the teacher is or at which age.
- To inform parents of what is expected from their child to support the school in ensuring their child achieves their full potential.

Feedback and marking

Verbal feedback and dialogue should happen every day. Both verbal and written feedback should be specific to the steps to success and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward.

EYFS – verbal feedback should be used daily in the Early Years, within adult-led and child-initiated learning.

Assessment

Assessment forms an integral part of teaching and learning at Highfield Primary School. Our aim is to ensure high quality teaching is supported and informed by our various types of assessment, allowing teachers to respond accurately to the learning needs of every pupil and so ensuring every child makes their best possible progress.

Formative Assessment

Formative assessment enables teachers to understand pupils' progress at all times and is a vital part of all lessons to ensure teachers can adapt and shape their teaching to best suit the needs of all learners. It allows teachers to provide appropriate support where necessary, identifying where pupils need to consolidate their learning and when they are ready to further progress. It also enables teachers to evaluate their own planning and teaching in order to plan future lessons accordingly.

Formative assessment used at Highfield includes:

- Making use of rich questions and answers,
- Targeted questioning,
- Retrieval activities (normally used at the start of lessons to recap prior learning and knowledge),
- Use of whiteboards (or similar strategies) to quickly gain a whole class picture of understanding,
- Verbal feedback,
- Marking of pupils' work within lessons, which can be acted upon immediately,
- Self-assessment - children marking their own work and highlighting areas which require further understanding or responding to success criteria and learning objectives,

- Peer assessments,
- On-going observations,
- Discussions with children individually or as a group,
- Use of electronic devices such as LbQ.

Summative Assessment

Summative assessments are carried out periodically (often termly) across the school year to assess the progress and attainment of individuals as well as groups. These assessments are used to monitor and support pupils' progress as well as informing parents about their child's achievement and progress. Information from these assessments is used in pupil progress meetings to plan for the term ahead, ensuring any children who are not making progress are provided with the appropriate support/intervention to enable them to 'catch up' or to extend the learning of children working above age related expectations. They also allow the progress of cohorts, classes and other key groups to be tracked so that this information can be reported to Governors and appropriate action can be taken to address any concerns.

Summative assessment used at Highfield includes:

- Autumn / Summer NTS assessments for maths,
- Autumn / Summer NTS assessments for reading,
- Writing moderation,
- SPAG assessments
- Six / Eight weekly RWI assessments to inform groups,
- EYFS Baseline Assessments,
- KS1 Phonics Screening Check,
- KS1 non-Statutory Assessments,
- KS2 Statutory Assessments,
- Year 4 Multiplication Tables Check.