

Curriculum Policy - Primary

Intent

At Bournville, we teach a broad and balanced curriculum that is ambitious, engaging, relevant and purposeful to all learners in line with the National Curriculum. We ensure that our curriculum allows all pupils to achieve and succeed in line with national expectations developing their knowledge, skills and understanding in line with the Early Years Framework (Reception) and National Curriculum (Key Stage 1 and 2). We provide opportunities to develop the children's cultural capital ensuring they are lifelong learners ready for the next stage in education, ultimately able to thrive in society. In addition to this, we have identified five core values which are integral to the learning experiences we provide for all our children: Ambition, Integrity, Dedication, Excellence and Respect.



Implementation

A termly theme with discrete subject coverage

Each subject leader has taken their curriculum and mapped out their curriculum, term by term, to ensure that learning is sequenced in a cohesive and logical order, which in turn will allow children to remember more over time. At Bournville, we have planned and sequenced our curriculum to ensure that the knowledge, skills and understanding for each subject and year group are in line with the National Curriculum and allows for progression. We have developed our curriculum so that opportunities are provided to make links to prior learning and build on the foundations from previous years.

Subjects are planned discretely to ensure that the knowledge, skills and vocabulary outlined in subject leader's progression documents is taught explicitly. This allows children to understand that they are developing their skills in each subject area understanding that although subjects are different, there are common threads that overlap and link them together.

Subject leaders have worked together to create the long terms plans for the school so they are able to demonstrate coverage and monitor standards and progress.

Whole school theme weeks

Every year, we have whole school theme weeks as required, planned and organised by the subject leader. These weeks allow us to focus on foundation subjects and work towards a shared outcome. Throughout these theme weeks, knowledge, skills and vocabulary are developed in the key areas in line with national expectations. For example, we hold a week looking at Black history, completing tasks that develop pupils' knowledge and understanding of: the damaging effects of racism and the positive achievements and contributions the black community have had on the world. This links with our value of respect.

Progression of Knowledge and Skills

At Bournville, we have developed our own planning matrices within each foundation subject, which is in line with age appropriate knowledge, skills and understanding set out in the National Curriculum and Early Years Foundation. We have split the knowledge, skills and understanding into individual year groups and included a separate section on vocabulary to ensure there is progression within every year group and prior knowledge, skills and understanding is built upon year upon year. This will be updated and reviewed as changes are made to national expectations.

Foundation subjects

We have Subject Leaders responsible for every foundation subject ensuring they monitor and update the progression and coverage of their subject across the school. Each subject in school has an intent guide written for it, which maps out:

- Long term plan
- Sequenced content across each term in each year
- Progression of knowledge, skills and understanding
- Knowledge organisers as appropriate
- Characteristics of effective teaching and learning

Children's Books

All of the children's learning is evidenced in the following:

- Maths & Fluency Book
- English/Phonics/ Reading Book
- History and Geography Book
- RE book
- Science book
- Spanish book
- Art/DT book
- Jigsaw book (whole class book)
- Computing (Purple Mash online)

These books are used to collate all of the work that children complete in their lessons, as well as evidence of trips, experiences, visitors or workshops. The children present their work in different ways.

Teaching and Learning within Foundation Subjects

Rosenshine's Principles of Instruction

Our approach to teaching and learning closely correlates to Barak Rosenshine's (1930-2017) Principles of Instruction. He explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers' practice. This list is to inform quality first teaching and learning.

From Rosenshine's research he identified seventeen 'instructional procedures. These are the actions which 'master teachers' regularly employed within their lessons to enable learning to occur. He then published a further paper, 'Principles of Instruction: Research-based strategies' that teachers should know, refining his 17 principles into the 10 principles of effective instruction that is now referenced in the work of Tom Sherrington:

1. Begin the lesson with a review of previous learning.
2. Present new material in small steps
3. Ask a large number of questions (and to all students)

4. Provide models and worked examples.
5. Practice using the new material.
6. Check for understanding frequently and correct errors
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Monthly and weekly reviews

Effective Questioning within Lessons

Questions are a teacher's most powerful tool, they can highlight misconceptions, keep a lesson flowing and challenge students to think deeper into a subject. The greatest value of questioning is that they force students to practice retrieval: this strengthens and deepens the long term memory. Regular asking of direct questions allows teachers to check a classes/student's understanding, catching misconceptions, therefore informing the teacher whether any parts of the topic need reteaching.

The questioning strategies that we within class are:

1. Cold Calling

This strategy compliments the work of Ruth Miskin and is commonly used within Read Write Inc sessions

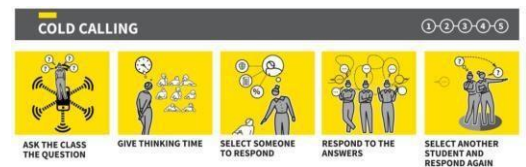
Use the terminology with the children, 'I am going to cold call this question'.

Ask question and let children know you are going to cold call it – all are then expecting to be chosen.

Give thinking time – anything from 5-30 seconds. Don't keep intervening during this time and it stops the thought processes. Children may be digging deep into their long term memory to retrieve the relevant information. ✓ Select somebody to respond

Respond to answers

Select another student and respond again



2. No Opt Out

This strategy is referenced in Teaching WALKTHRU Book 2. This can be used alongside cold calling.

Some children's automatic response when asked a question is 'I don't know'.

Children say 'I don't know' for a range of

reasons: - Genuinely don't know

- Automatic response
- Don't want to be wrong
- Find working memory/long term memory more challenging.
- When a child doesn't know, you may tell them the answer, or select another pupil to answer the question. It is important to then go back to the child who said they didn't know and ask again – e.g. Thanks Jessica. Now Charlie, what is...?
- This ensures they had to be listening to the answer and have to orally repeat the answer which may help them to understand and remember. It also highlights that you believe ALL children are able to answer the question and that you believe in them all.
- Normalising uncertainty and error is important in your classroom so children feel it is okay to make mistakes/ not know – link to growth mindset, and how not knowing is part of the learning process.

3. Think, Pair, Share

Refer to the strategy by name when using this with the children. Establish Talk Partners within your class that all children are familiar with. This means when you say 'we are going to think, pair, share', children don't fuss with finding a partner, wanting to choose their own etc. It is good to establish these at the beginning of a year so ensure this is done in September too. Ask a question and explain you are going to cold call after the discussion. This means all children know they need to participate in partner talk.

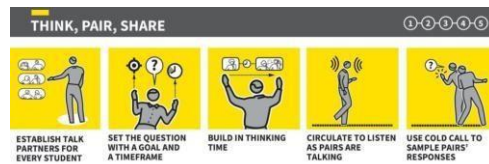
Give children time to think on their own first of all – again anything from 5-30 seconds.

Then ask children to share in partners

Then allow children to share in a wider group e.g. as a table, or take feedback as a class.

During talk partner time, you can circulate and so can your TA. Listening to exchanges means that you can check for understanding and pick up on misconceptions.

When sharing ideas you can ask what partners thought, what individuals thought, or use 'Jessica, can you explain to me what Charlie said to you?' This involves children having to summarise their partners' viewpoints which will encourage active listening.



4. Show Me Boards

This is probably one of the most commonly used strategies in your classroom.

It is important to have whiteboards accessible for all children to get with ease – on tables is ideal when children work at tables.

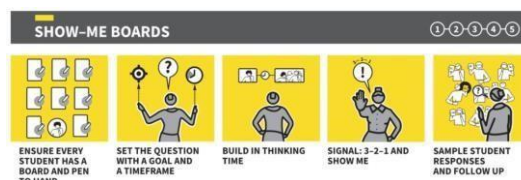
Individual whiteboards are best as then ALL pupils are involved. Again, it is important to give children thinking time – 5 to 30 seconds.

Signal to be used consistently like the STOP signal

- 1 – Stop writing
- 2 – Put pen down
- 3 – Hold up boards

This means all children hold up boards at the same time and children do not have opportunity to copy from others/ feel pressured into writing quickly as all other boards are up.

Sample responses, by using process or probing questions to understand more about what the child has written – e.g. Charlie, can you explain why you think the answer is... Lucy do you agree or disagree? Why? Peter, that's an interesting answer, how have you got to that?



5. Check for Understanding

Ask questions and cold call for responses

Listen to student responses during Think, Pair, Share

Summarise – can you summarise what we have just read? Can you summarise what Paul just explained? Lucy how could you sum up the key points from the discussion? Helen can you tell me the key steps to success?

Agree or disagree? Do you agree with Alice? If so, why? If not, what do you think?

Defend your position – that's an interesting point but we are not yet convinced. Can you defend what you are saying?



6. Probing Questions

Ask a student a question using:

- Cold calling



- Think pair share
- Check for understanding

Then ask a probing question. These can include:

- What's the connection between A and B?
- Is it always true or just in this case?
- Is there another example?
- What are the main reasons?
- What would be the most important factor?

Probe further with questions such as:

- Okay, so if that's true, what about...?
- Is there another way you can explain it?
- Can you convince me using another example?
- What else could you add to prove your point?
- How is this similar or different to...?

Ask another student to continue:

Once you have completed 3, 4 or 5 exchanges with the first child, repeat steps 1-3 selecting another student. Rhythm of questioning between Teacher and students A, B, C may be:

T-A-T-A-T-A

T-B-T-B-T-B-T-B

T-C-T-C-T-C

Check all understand. Use check for understanding strategies here.

7. Process Questions

Rosenshine suggests that more effective teachers typically ask process questions in their repertoire of questioning techniques, whereas less effective teachers might not ask any.

The EEF report into Metacognition also compliments this work, explaining that teachers should encourage metacognitive talk during their lessons.

This means that discussions focus on questions such as:

- How do we know?
- How do we work it out?

Modelling and rehearsing dialogue around these questions support students to think in this way independently and access the task with increasing confidence and independence.

During the teaching part of the lesson, model your thinking. As you do this, make it explicit where you:

- Draw on recall of knowledge or previous examples – e.g. I remember when we multiplied by 10 last week and needed to...
- Make choices or use trial and error
- Use a strategy that should always be used as part of a routine
- Plan key ideas before writing about each one
- Check your own answers for accuracy

You also need to emphasise why

Ask students to explain their methods and reasoning:

- Thanks, James, that's correct, what method did you use?
- That's interesting Sherrington, why did you put them in that order?
- That's not quite right Nazim, what were you assuming about factor B?

Ask students to explain their ideas and choices:

- Great idea, Taran, what made you think of that?
- Interesting suggestion, Alice, why do you think that would work?
- Wow great example Lisa, where did that idea come from?

Ask how similar alternative questions or problems might be approached:

- Naureen, can you suggest a different way of approaching this question?
- Is there another way we could explain Macbeth's response, Andy?
- Is there another way to start the sentence to make it more interesting to read, Lucy?
- Can you think of a word that would have a greater impact, Peter?

Impact

The impact of our curriculum is measured and monitored in a variety of different ways. Staff assess pupils at the end of each term (Autumn, Spring and Summer), for Maths, Reading and Writing recording whether pupils' are working towards age-related expectations, at age-related expectation or above. Each class teacher tracks a percentage in each of these three areas. These are then analysed by the subject leaders/ curriculum leads to look at attainment for different pupil groups (e.g. SEND, Pupil Premium). Using teacher assessment and assessment results, class teachers are able to measure the impact of teaching and learning for that term to inform future planning, ensuring that all children progress. We aim for 'no pupil left behind' at Bournville. Any pupil falling behind is added to the intervention timetable so they are able to swiftly catch-up with learning and then the aim is for pupils to keep up.

In addition to summative assessment, we regularly monitor teaching and learning to see the impact that the learning experiences and opportunities are having for our children. To monitor the impact, the Curriculum Lead or Subject Lead could complete:

- Lesson observations
- Work sampling
- Pupil conferencing
- Staff Questionnaires
- Monitoring of plans
- Analysis of data
- Photograph Displays
- Collect examples of resources
- Use External reviews from Fairfax Trust

Role of the Curriculum Lead:

The Curriculum Lead at Bournville works closely with the subject leaders to ensure there is cohesion and progression within the school curriculum. The Curriculum Leader's principle roles include:

- Support Subject Leaders
- Write and review the school's curriculum policy when required
- Keep up to date with advances within the curriculum, providing relevant support and training on this to all staff in school.
- Oversee the school events linked to subjects each term, supporting teachers in planning trips to support appropriate knowledge and skills and complete the appropriate risk assessments.

- Ensure that data is completed accurately at the end of each main term, analyse this with subject leaders in more detail, looking at classes and specific pupil groups such as: pupil premium, SEN and attainment differences between girls and boys. The Curriculum Lead will then support Subject Leaders in planning appropriate next steps for these pupil groups and intervention where necessary.
- Work alongside all stakeholders, including the associates to ensure curriculum cohesion.
- Write reports to the associates to keep them informed with changes and advances within the curriculum, as well as what whole school priorities are and the actions for addressing these. The Curriculum Lead will also update the associates on the impact that these actions are having on teaching and learning.
- Attend Standards and Curriculum Associate meetings when requested.
- Writing, monitoring and evaluating the AIP for Curriculum.

Role of the Subject Leader:

The DfE defines the role of the subject leader as:

'leaders provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standard of learning and achievement for all pupils.'

At Bournville, every foundation subject is led by a subject leader, who is responsible for monitoring the teaching and learning in this area. Each subject leader works alongside the Curriculum Lead to:

- Plan and organise the curriculum for their subject throughout the school (outlining the statements on our Bournville planning matrix), establishing how good standards, continuity and progression can be achieved and sustained;
- Plan whole school theme weeks where appropriate alongside the Curriculum Lead;
- Monitor and evaluate the implementation of policy and planning;
- Audit their subject resources yearly;
- Write an action plan for their subject;
- Carry out regular planning scrutinies, book looks, pupil conferencing and learning walks;
- Regularly and systematically provide guidance to colleagues on content, methodology and resources;
- Oversee the assessment and recording of pupils' progress (through our planning and assessment matrix);

Successful leadership involves:

- Observing lessons;
- Working alongside colleagues;
- Assisting with planning, teaching, and assessment and reporting of the subject.
- Organising and leading staff meetings and in-service days where appropriate;
- Attending relevant in-service training;
- Prompting others about relevant training;
- Auditing existing resources and advising on the acquisition of new materials.