



Learning for Life

Creating opportunity,
embracing difference,
following dreams.

CURRICULUM POLICY

Spring 2018



Mission Statement, **Vision and Values**

We are proud of our longstanding school motto:
'We are here to feel secure, be valued and to learn'.
This is well established with children throughout Barrow Hall.

In July 2017, through discussions with children, teachers, support staff and governors, we agreed a new school Vision:

'Learning for Life.'

We feel this promotes the development of all children and staff at Barrow Hall.

This is supported through the accompanying Mission Statement,
'Creating opportunity, embracing difference, following dreams.'

In order to achieve this, we promote the four core values of
Respect, Resilience, Ambition and Happiness
in all we do at Barrow Hall.

Curriculum at Barrow Hall

Aims

At Barrow Hall, we follow the National Curriculum as a framework for our curriculum. However, we have carefully designed our provision to ensure that our children receive a curriculum that fulfils our school Vision, Mission Statement and Core Values.

Our curriculum aims to ensure our children are **learning for life** (i.e. they **learn things that they remember for life** AND are able to **keep learning for the whole of their lives**). Our learning experiences aim to develop long term, **memorable** knowledge and skills which can be applied flexibly. Therefore, our curriculum prioritises ALL curriculum subjects. This is because we know that long term, deeper knowledge grows when **links are made** between concepts, which **build on prior knowledge** and are **applied in different contexts**. This will mean that our children become **lifelong learners**.

How

Our curriculum is planned to facilitate links between learning (e.g. a whole class, high quality, challenging text related to the current foundation topic to enhance learning of key concepts, vocabulary, etc.). We have carefully identified the key learning for each subject in each year group to ensure that learning builds systematically on prior knowledge (*available on school website*). This is supported by brief, pre learning tasks which take place prior to planning for learning and teaching. Learning is then planned to ensure key learning is developed through imaginative, structured experiences. We know that a wide range of linked learning will **create opportunities** for our children to demonstrate and celebrate their strengths, as well as challenge all our children across the curriculum. Children are expected to become independent learners but also to **celebrate difference** by supporting and celebrating the learning and well being of ALL of their peers. By doing this, children will be equipped with the **resilience, respect, ambition** and **happiness** to **follow their dreams**.

How we know it works

As we have identified key learning in each subject and in each year group, we are able to evaluate how effectively our children are learning. Through developing and maintaining highly effective subject leaders across the school who are able to accurately evaluate their subject, as well as passionately promote and support it, we are able to ensure high standards across all subjects. Leaders are also able to identify subjects/Year Groups/Pupil Groups where additional support is needed. We also believe that high standards in assessments in Reading, Writing and Maths (twice annually) and Statutory Assessments is a key indicator of the long term effectiveness of our whole curriculum.

Curriculum Organisation:

- Each Year Group follows an overarching theme every term. See Long Term Plan. Each subject block provides opportunities for our pupils to be immersed in the context of their learning.
- High quality and challenging texts are used as a focus for English teaching for ALL pupils. These are related to the overarching topic. This enables pupils to be familiar with the context of their reading, enabling deeper study and development of vocabulary.
- Effective timetabling ensures there is enough time for teachers to deliver the entire block of lessons and create opportunity for in depth learning.
- Lessons are planned to provide high quality learning opportunities that focus on skill progression.
- Children will use quality, up to-date, age appropriate resources to support their learning.
- Each theme begins with a launch event
- Where appropriate, learning is supported with visiting experts and educational visits
- The following subjects are taught all year round, with links to the over arching theme where this enhances learning:

- English (including reading, writing, spelling, grammar and punctuation)
- Maths
- Religious Education
- Physical Education
- Computing

The following subjects are taught in focus blocks of 3-5 weeks. There are three blocks of each subject each year

- Art and Design
- Design Technology
- History
- Geography
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- Science is taught all year round but also is enhanced with focus ‘blocks’ three times per year.
- Writing opportunities are provided across all subjects

Relationships

Fundamental to Barrow Hall’s mission statement, vision and values, is our passion for positive relationships. We expect ALL staff at Barrow Hall to foster and nurture these in all they do. Following our school value of respect, teachers value a pupil’s sense of belonging, demonstrating respect towards them and actively learn about the individual. This, in turn, builds a culture of active, happy and enthusiastic learners. We believe that developing positive relationships between teachers and pupils has a positive, significant and long-lasting impact on the pupils’ lives, both academically and socially. Pupils work better in class when they feel that their teacher values, respects and cares for them. Teachers establish a positive relationship with their pupils by communicating with them and providing constructive and helpful feedback to them. Respect between teacher and pupil ensures both feel enthused when learning and teaching. The communication between pupils and teachers also serves as a connection between the two, which provides a positive learning environment. Research indicates that pupils will make better academic achievement through positive relationships with the teacher. The more our teachers connect or communicate with their pupils, the more likely they are able to help pupils learn at a high level and accomplish quickly.

Teachers at Barrow Hall believe it is also extremely important to continually develop good relationships with parents and carers as this enables all pupils to achieve their full potential and celebrates their successes. By working in collaboration, teachers and parents communicate regularly about pupil progress, curriculum planning and how best to support individual pupils in order to provide the best educational experiences for all children.

Teaching Pedagogy

At Barrow Hall we believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching at Barrow Hall Primary School we aim to provide all of our pupils with the best possible opportunities to succeed, creating the foundations for them to follow their dreams, which is woven through our school vision ‘Learning for Life’. We place utmost importance upon learning, teaching and achievement. Our teachers aim to enthuse, engage, model and motivate pupils to learn, and foster their curiosity and enthusiasm for learning, through detailed planning and high quality delivery of lessons. We acknowledge that people learn in many different ways, and when planning our lessons, we take this into account, ensuring challenge and differentiated learning meet the needs of the diverse groups of learners we have. It is our mission to ‘create opportunity, embrace difference and follow dreams’. Therefore, we encourage our pupils to take responsibility for their own learning, teaching them to be resilient in overcoming set-backs and

persist with achieving their goals; we aim to develop a pupil's effective learning behaviours to enable them to raise their aspirations and exceed their potential. When teaching, we focus on motivating our students and building on their skills, knowledge and understanding of the curriculum. We provide high quality teaching and learning experiences so that children become life long learners.

Pedagogy Principles

- Teachers promote pupils' participation, active engagement and effective learning behaviours.
- Pupils are equipped to take responsibility for their own learning.
- Pupils are taught how to learn and how to reflect on their learning through metacognition approaches.
- Learning reflects real life experiences and is relevant to life.
- A purposeful learning environment is created and maintained.
- Assessment is used effectively to inform teaching and planning.
- All pupils are challenged through differentiated activities / learning / teaching.
- Teachers use a repertoire of teaching strategies to engage and inspire pupils to learn.

Attributes of effective teaching

- Deepening pupil's thinking, challenging expectations through the carefully planned learning opportunities.
- Thoughtful planning that ensures lessons have structure and pace.
- Adopting a variety of teaching styles, which inspire and enable learners to identify, explain, make connections, analyse and evaluate ideas.
- Promote good progress and outcomes by pupils by planning review points throughout each lesson.
- Deep knowledge of the subject; be able to recognise pupils' misconceptions; understand the way pupils think; provide inspiring ways to deliver each subject and stretch the most able in each group.
- Plan and teach well-structured lessons that are challenging in line with pupils' needs and differentiated by: support, resources and outcomes. Creating an environment where pupils can make new discoveries and share their learning with others.
- Stretching all pupils through effective, targeted high order questioning.
- Assessing learning both formatively and summatively to inform planning and progress.
- Make learning visual through resources and effective modelling.
- Develop whole school pedagogy by regularly evaluating teaching and learning and continually updating own subject knowledge and expertise.
- Insisting on high expectations of learning and social behaviours.
- Appropriately matching teaching styles to pupils' individual needs.

We promote our 4 core values of Respect, Resilience, Ambition and Happiness in all we do at Barrow Hall. This ensure that each pupils will develop:

- A sense of self as a learner (resilience, ambition, aspiration, pride)
- Ideas and strategies about learning through metacognition
- The awareness to know when they have succeeded
- A motivation to want learn more and a love of learning
- Confidence to explain what they have learned and the ability to teach it to someone else
- Application of transferable learning skills
- A deep knowledge and understanding of different subjects

Questioning

The importance of questioning is to encourage pupils to use their 'thinking skills,' encourage cognitive metacognition and cause new learning. Dynamic questions require pupils to use what they already know and extend their knowledge and understanding. A variety of well planned open and closed questions are planned to inform teachers on-going assessments and facilitate productive thinking, which are essential elements of great teaching. High order questions are used to challenge pupils thinking and develop conceptual understanding, which therefore results in new learning.

Socratic Questioning is an effective way to question pupils as it explores their ideas in depth and breadth. It is about reasoning not recollection, and evidence not answers. It promotes independent thinking and gives pupils ownership over what they are learning. Higher-level thinking skills are present whilst pupils discuss, debate, evaluate, and analyse content through their own thinking and the thinking of those around them. This is facilitated through 'no hands up' approaches and questions are carefully planned and directed to individual pupils and/ or groups to discuss and answer and extend their thinking.

Good questioning:

- Allows the teacher to check the pupils' understanding, pitch and direction of the lesson.
- Allow pupils to practice and develop mastery within the subject.
- Allow pupils to verbalise their thinking by explaining their strategies, methods and learning.
- Allows pupils' understanding and thinking to be stretched.

Effective learner behaviours

Teaching within the school encourages and promotes pupils to have high levels of engagement, motivation, resilience, confidence and independence in order for them to make rapid and sustained progress. Teachers develop learning behaviours by modelling effective thoughts and decision-making, creating a culture of resilience and perseverance and provide opportunities for pupils to ask questions and discuss their ideas. Teachers ensure pupils make links to prior learning and experiences and allow learners to fail and provide opportunities to explore errors and promote rational reasoning. Teachers plan a variety of opportunities for pupils to collaborate with peers to solve problems, share strategies and build on each other's ideas.

Metacognition

Teachers use metacognitive approaches to help pupils become independent life long learners. The evidence from the Educational Endowment Foundation indicates that teaching these strategies has been positively associated with academic performance, helping students improve their learning, leading to better outcomes. Pupils are encouraged to engage in taking ownership of their learning and become active learners. Such active learning might involve collaboration, higher order thinking, visualisations, reasoning and problem solving. Pupils are cognitively challenged through planned opportunities that develop semantic processing and working memory.

Assessment (also see Subject Pages)

Formative assessment underpins all of our teaching and learning. The best indicator of progress and standards is in pupils' work and in their responses to learning in lessons.

Formative assessment is underpinned by On Track Indicators in each subject. These are available at on the school website.

Reading, Writing and Maths:

Assessment against the OTIs is made on a 9 point scale (1-3: Working Towards Expected Level; 4-6: Working Broadly Within Expected Level – 5 being estimated ARE; 7-9: Working Above the Expected Level) using the agreed definition for each point.

Foundation Subjects

Assessment against the OTIs is made on a 3 point scale (2: Working Towards Expected Level; 5: Working Within the Expected Level; 8: Working Above the Expected Level). These must be entered termly on the SIMS assessment system by the date given by the Assessment Leader.

Moderation

- Year Group Leaders moderate assessment throughout the year as an on going process (e.g. during PPA sessions, a selection of pupils' work must be shared). This is part of on going professional dialogue across teachers.
- In addition, the school moderates with other schools at least half termly
- Standardised (NFER) assessments take place twice per year (January and July) which are used to moderate on a cohort basis and to identify any pupils with significant differences between OTI and NFER assessment information. **Teacher Assessment remains the most important assessment method.**

9 Point Assessment Scale:

Working towards the expected level	Working broadly within the expected level	Working above the expected level (*see below)
X.1 Pupil is achieving below 25% of the on track indicators independently, requiring significant support in most other aspects	X.4 Pupil may make the occasional error and is independently demonstrating full understanding of most (75%) of the on track indicators	X.7 Pupil confidently and independently applies skills demonstrating a deep understanding of at least 50% of the on track indicators, applying them consistently in other subjects
X.2 Pupil is achieving some (25-50%) of the on track indicators independently	X.5 Pupil rarely makes mistakes and is independently meeting the vast majority (85%) of the on track indicators, sometimes using and applying them in other subjects	X.8 Pupil confidently and independently applies skills demonstrating a deep understanding of at least 75% of the on track indicators applying them consistently in other subjects
X.3 Pupils is achieving between 50% and 75% of the indicators independently .	X.6 Pupil is confident and works at a rapid rate to independently meet over 85% of the on track indicators often using and applying them in other subjects.	X.9 Pupil is highly confident, demonstrating exceptional ability for their age. They confidently and independently apply skills demonstrating a deep understanding of at 100% of the on track indicators, applying them consistently in other subjects

Reporting to Parents

After our own teaching staff, parents are our most valuable asset for supporting the learning of our children. Parents at Barrow Hall are keen to support the school and contribute to their children's learning in any way that they can. Staff at Barrow Hall are expected to establish and maintain constructive and positive relationships with parents. Therefore, teachers should ensure parents are kept informed of any significant issues with progress and/or behaviour at the earliest appropriate opportunity. Any concerns raised by parents, no matter how small, should be addressed by teachers and, where appropriate, shared with Line Managers and feedback given to parents. On the vast majority of occasions, working closely with parents can address issues effectively and promptly. Any parental discussion related to concerns about progress and/or behaviour must be recorded on CPOMS.

In addition to on going and informal reporting to parents, formal reporting takes place as follows:

Parents' Evenings

Parents' Evenings take place three times per year over two evenings – October, February and July. The purpose of these meetings is to report progress so far to parents, key targets for the next half term and parental support. In February and July, these will also be an opportunity to discuss the written report. There should be 'no surprises' for parents or teachers at these meetings (see above). Parents will have access to all pupils' books. Appointments are arranged via the Parent Mail system.

Written Reports

Written reports are provided to parents twice per year – February and July – both sent to parents shortly before Parents' Evening.

Mid Year Reports (February) – these are brief reports – one side of A4 plus an attendance report outlining attainment against age related expectations (in line with assessments recorded on SIMS), key progress, key targets and general achievements/comments.

End of Year Reports– these reports are slightly longer than Mid Year reports but have been reduced in length as they are now supplemented with an additional Parents' Evening.

Behaviour/Reward System

The school's Behaviour Policy is available on the school website.

Pupils will be rewarded for behaviour towards these rules with 'Super Star Points'. All children are arranged into houses. Currently, these are:

- Antony Gormley
- Ellie Simmonds
- Winston Churchill
- Rosalind Franklin

Children collect points for their house. Points are awarded for pupils who promote our school Core Values:

- Respect
- Ambition
- Resilience
- Happiness

The total for each team is shared weekly in Celebration Assemblies. The winning house each term will receive a reward.

Children also collect points individually. There are rewards for reaching the following number of points. The School Council have agreed that the awards should be presented for the following number of points:

Bronze: 50

Silver: 125

Gold: 225

Platinum: 300

Facebook

The school Facebook Page is used to pass key information and to share/celebrate our children's achievements. Each teacher is expected to provide regular (at least one item with photos per month) for the page. These should be sent to the 'Barrow Hall Facebook' What's App Group.– celebrations of learning, expectations

Website (www.barrowhall.co.uk)

The website is a key source of communication on the school curriculum.