

Curriculum Policy

Springwood Heath Primary School



Approved by:	Governing body	Date: December 2023
Last reviewed on:	December 2023	
Next review due by:	December 2026	

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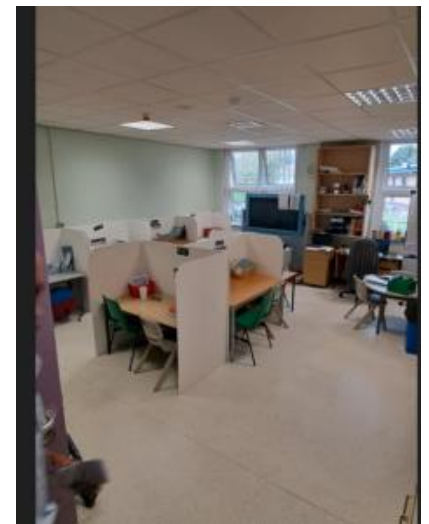
10. Homework

1. INTRODUCTION Vision and Values

"Inclusion is not bringing people into what already exists, it is making a new space, a better space for everyone."

Our inclusive and ambitious curriculum caters to the diverse needs of all of our children and is designed to provide a comprehensive and equitable education for all. Our curriculum recognises that every child is unique and may have varying learning styles, abilities, and interests.

1. **Diverse Learning Pathways:** Our curriculum offers multiple learning pathways tailored to individual needs. These pathways include formal routes, semi-formal routes and pre-formal routes. Each of which begins with an outstanding early years curriculum which provides a foundation for all.
2. **Personalised Learning Plans:** Those who require a personalised learning plan are offered a plan that considers their strengths, development stage, interests, and goals. These plans are developed collaboratively between teachers, children, and parents, ensuring that the curriculum meets the specific needs of each child.
3. **Adaptive Teaching:** Teachers are trained in adaptive instruction techniques, allowing them to adapt their teaching methods to accommodate various learning styles and abilities within a single classroom. This includes scaffolded learning, precision teaching, dual-coding and questioning.
4. **Inclusive Practices:** We ensure that the curriculum is designed to be inclusive of all children, including those with disabilities or special needs. This may involve accessible materials, assistive technologies, and support from special education professionals.
5. **Real-World Relevance:** We incorporate real-world applications of knowledge and skills into the curriculum to make learning more meaningful and engaging for students. This helps them see the practical value of what they are learning.
6. **Cultural and Global Perspective:** We integrate diverse perspectives, cultures, and global awareness into the curriculum which encourages children to explore and appreciate different worldviews, promoting empathy and understanding.
7. **Assessment for Learning:** We use formative and summative assessment methods to continuously monitor all children's progress and adjust instruction accordingly. We focus on growth and development rather than simply measuring achievement.
8. **Parent and Guardian Engagement:** We involve parents and guardians in their child's education by providing resources, workshops, and open communication channels. We encourage their active participation in their child's learning journey.



An inclusive and ambitious curriculum with different pathways for all children's needs recognises that education is not a one-size-fits-all approach. It strives to empower each child to reach their full potential by providing the necessary resources, support, and opportunities for growth and development.

2. AIMS AND OBJECTIVES

We aim to develop and refine our teaching by adopting a reflective approach to teaching, a proactive approach to change, and a responsibility for our own continuing professional development and learning.

At Springwood Heath, we aim to:

- Provide a happy, caring and stimulating environment.
- Promote high standards of learning, achievement and behaviour contributing to the personal development of all pupils.
- Offer a broad and balanced curriculum to challenge and stimulate our pupils.
- Place great emphasis upon the quality of learning and achievements of the children.
- Through interaction with other children and adults, children will develop social responsibilities in keeping with the ethos of the school.
- Enable all learners to develop independence, knowledge and understanding to fulfil their potential
- Respect the rights and views of other people and to value and celebrate diversity.

Whole School Objectives:

1. To ensure that in following the National Curriculum, children perform up to and beyond their expected levels of achievement.
2. To provide active learning experiences, including a range of extra-curricular activities, which encourage the children to apply their knowledge and develop their skills and attitudes.
3. To provide an environment where children will develop respect for others, good manners, self-discipline and independence.
4. That the school offers a safe and secure environment for pupils and staff.
5. To provide an environment where staff and pupils are valued and they are given opportunities to develop their professional skills.
6. To promote equal opportunities for pupils and staff.
7. To maintain good relationships and links with parents so that they are well informed and used effectively in the work of the school.
8. To work co-operatively with other schools in the area and to maintain links with the local community and businesses.

3. ORGANISATION AND PLANNING

We are committed to provide access to a broad curriculum for all of our pupils. Alongside this we recognise that the curriculum must be relevant to pupils' individual needs and there must be in-built flexibility in order to ensure continued relevance for all pupils at the various stages of their time at Springwood Heath.

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.

Rosenshine's 10 Principles of Instruction are:

1. Begin a lesson with a short review of previous learning

2. Present new material in small steps with student practice after each step – My Turn, Our turn, Your Turn
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

At Springwood Heath, we facilitate these principles through:

1. Begin the lesson with a review of previous learning.

Rosenshine suggests investing 5-8 minutes to review previous learning. This can be in the form of questioning techniques to check understanding and to uncover and challenge misconceptions, peer or self-marking work and correcting mistakes. This will strengthen understanding and the connections between ideas.

2. Present new material in small steps.

Presenting new information in small, bite-sized chunks increases the progress made by the students. Introducing too much at once will see progress rates fall as they can only process so much at one time. This reduction in cognitive load allows metacognition to take place (it allows them to think about how they are thinking about the task). We use knowledge notes and knowledge organisers to do this.

3. Ask a large number of questions (and to all students).

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 though is that they enable students to practice retrieval, this strengthens and deepens memory.

4. Provide models and worked examples.

Delivering new information to students by linking it to something or some process they are familiar with allows students to gain an understanding quicker, it also gives them deeper retention. This is especially true of more conceptual ideas.

5. Practise using the new material.

Rosenshine postulates that this is true of physical, vocal and mental practice. He suggests that successful teachers allow more time for guidance, questioning and repetition of processes.

6. Check for understanding frequently and correct errors.

Regular asking of direct questions (rather than "does anyone have any questions?") allows teachers to check a classes/student's understanding and catching misconceptions, therefore informing the teacher whether any parts of the topic need reteaching.

7. Obtain a high success rate.

Teaching for mastery ensures all students in a class are ready to move on to the next stage in the topic, thus preventing students from taking misunderstanding into their future learning. From his research, Rosenshine found that a class that the optimal success rate is an 80% understanding. This

shows that not only have the students learnt the material but also were challenged in doing so. Any higher and the work may not have been challenging enough and vice versa.

8. Provide scaffolds for difficult tasks.

When introducing a more difficult lesson, Rosenshine suggests employing Vygotskian scaffolding. Providing students with a framework that more easily allows them to make progress. The scaffolds can then be gradually removed as their competency grows. Examples of scaffolds can include; checklists, cue cards or writing frames. Teachers can also anticipate commonly made errors and build tools into the scaffold tasks that reduce the chances of students making the same mistakes.

9. Independent practice.

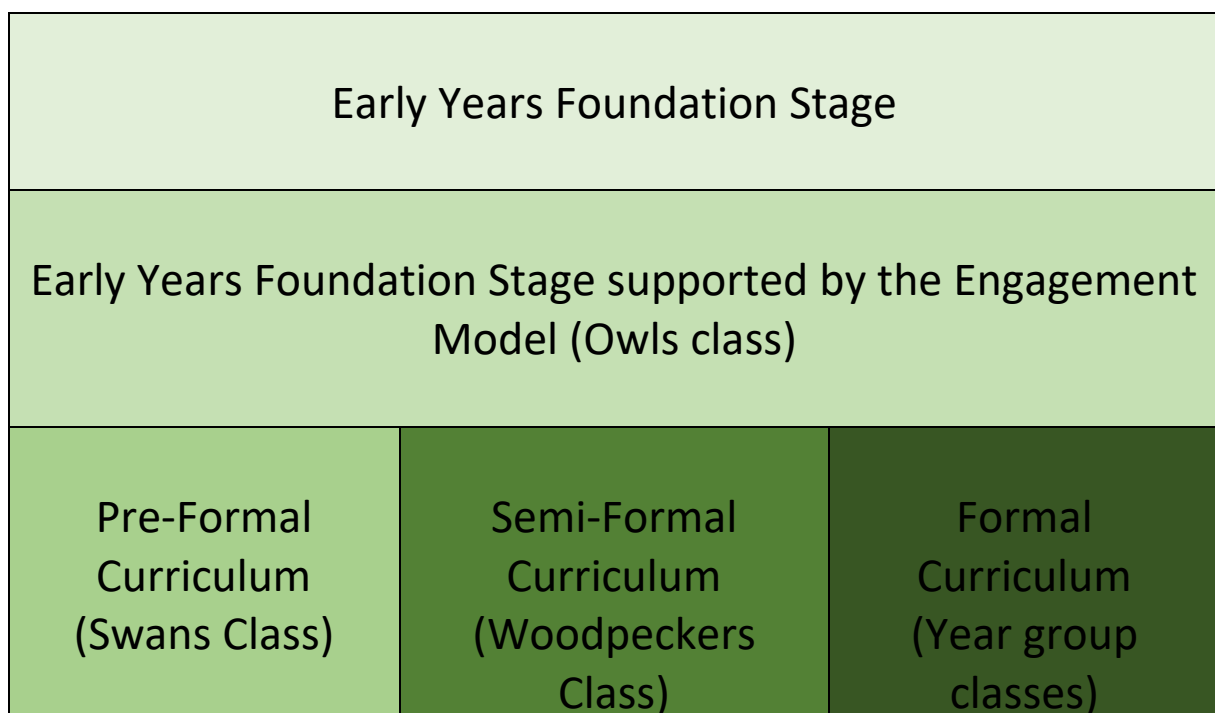
Following scaffolded tasks, students should be competent in the task and therefore can practice the task independently. This repetition of the task will promote a deeper fluency, Rosenshine called this "overlearning".

10. Monthly and weekly reviews.

An extension of the first principle, monthly and weekly reviews of previous learning aids recall of information and processes. At Springwood Heath, the primary role of all adults is to facilitate high-quality learning opportunities according to the principles outlined below.

3.1 Pathway Model

Our curriculum is intended to develop children to be happy, confident, articulate learners who achieve great successes during their time with us and go on to achieve even further in their future. We are committed to opening doors to the future of our children. We ensure that every child receives experiences and opportunities specific to their needs to develop their knowledge, skills and understanding in different ways, preparing them for the responsibilities and experiences of later life.



3.2 Reading and Writing

Reading

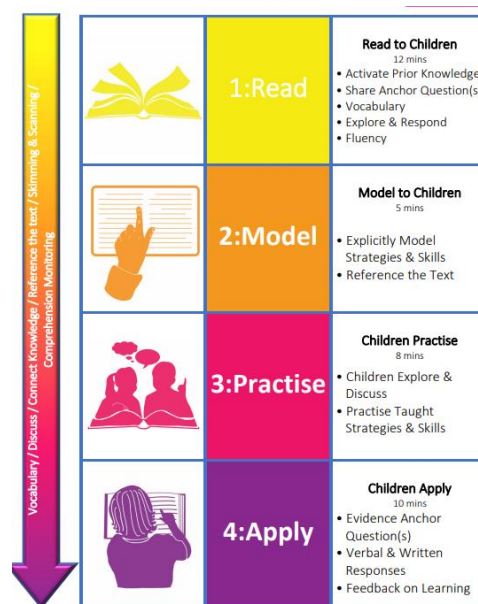
To support the National Curriculum for English we follow a mastery approach to reading through the programme Steps to Read. The programme is designed to equip pupils from Year 2 onwards with key skills to move them through the reading process towards becoming competent and fluent readers. Clear, detailed lesson plans and resources are linked to high-quality texts.

Reading is a skill which underpins all areas of learning and so it is our intent that all children will leave Springwood Heath as confident, fluent and independent readers. Through reading, our children will be prepared for future study and later life so they can be confident, successful and fulfilled. We strive to give our children a real sense of 'reading for pleasure, enjoyment and meaning' by making our learning environments rich in language and vocabulary.

Our pupils will develop a lifelong love of reading and become passionate about reading.

Through the specific teaching of reading skills, we support children and their reading journeys so that they can decode, understand and discuss texts fully. Many opportunities for widening children's vocabulary are given through our approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

The 4 Step Teaching Sequence follows the same teaching sequence and provides a detailed framework of how to move through the 4-step teaching sequence. A typical lesson is 30 - 40 minutes. Lessons are always informed by teachers' knowledge of their children (formative assessment).



Anchor Questions

These are question(s) that help focus the lessons and have been carefully considered to help focus the teaching and the learning. They provide opportunities for children to Practise and Apply reading skills and knowledge they have acquired when comprehending a text. They provide a steer for the lesson. They are not the only question we ask children during the lesson. It is important that teachers also listen carefully to children and the responses that children they give. In short teachers may ask a range of question during the reading experience but it is the anchor question which helps guide the session and becomes the main focus for assessment and feedback.

1. **Read**

Teacher Read Vocabulary from the Vehicle Text is shared and discussed first to ease 'cognitive load' for children. Anchor Question(s), are shared which enable children to read for a purpose. Questioning and enjoyment with the text is important here. Choral reading is featured to develop fluency, which is an important step to comprehension.

2. **Model**

Teacher models reading skills and strategies explicitly demonstrating how these are applied when 'being' a reader. Teacher also models the important textual evidence required to answer Anchor Question(s).

3. **Practise**

Children explore new vocabulary and through paired and table discussion, read the text again. Children Text Marking is a common feature of this step of both new vocabulary and important evidence towards the Anchor Questions.

4. **Apply**

Children demonstrate how they have internalised new reading skills, strategies and their understanding of the Vehicle Text. Reading evidence may well be placed in Reading Journals. Formative assessments and bespoke feedback on Learning help teachers plan for subsequent learning. Step 4 enables feedback on evidence against the Anchor Question(s) and the application of taught strategies and skills

Phonics

Read Write Inc (RWI) is a phonics complete literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. **Phonics is prioritised from Reception until children are fluent readers.**



At Springwood Heath, pupils learn to read through a synthetic phonics programme called Read Write Inc (RWI). Children start phonics sessions in Reception where they are introduced to simple sounds and the basics of blending - combining sounds to make words. By the time pupils complete Year 1 they are able to blend all the simple and complex sounds in the English language, preparing them for the Phonics Screening Check and giving them the skills to read and understand more and more complex texts fluently.

This approach:

- **Gets children decoding and comprehending quickly.** The special 'three reads' approach ensures that all children gain accuracy, fluency and a good understanding of the text.
- **Ensures children read storybooks and non-fiction books matched to their growing phonic knowledge.**
- **Leaves no child behind.** Initial and on-going assessment to track every child's progress.
- **Prevents downtime.** Direct teaching followed by partner practice means that every child participates in the whole lesson.

Pupils are supported to progress rapidly through daily phonics teaching and 1:1 tutoring using both RWI and the Read Write Inc Fast Track Tutoring.

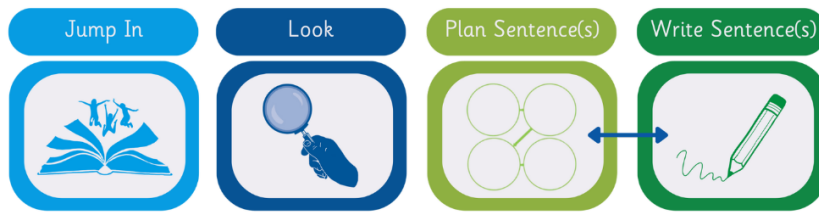
Writing

Daily Sentence Accuracy

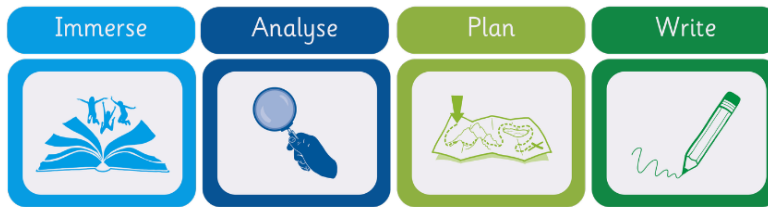
Daily Sentence Accuracy is a vital element of Ready Steady Write and encompasses word, sentence, and punctuation from the statutory National Curriculum programme of study for writing and Appendix 2 (Vocabulary, grammar and punctuation). Children must demonstrate using these skills across a range of writing to achieve end of year standards. This daily practice also helps build fluency and stamina for writing



EYFS Teaching Sequence



Y1-6 Teaching Sequence



The writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer’s voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of Writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding Writing. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of Writing and communicating through vocabulary rich and high-quality literature, using **Ready Steady Write** by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.

Ready Steady Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes

- A wealth of supporting resource

Our English curriculum is developed around a sequence of high-quality age-appropriate texts, using Literacy Count's **Ready Steady Write** units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.

Building on this foundation, we teach literacy using a range of strategies which include:

- **Group Discussion** - Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- **Partner Talk** - Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- **Questioning** - Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- **Modelled Writing** - Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy
- **Shared Writing** - Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece.
- **Editing** - All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- **Working walls** - Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the Writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

Confident and competent writers:

Children are given opportunities to deepen their knowledge in writing and to effectively draw upon their reading when constructing texts. writing groups and differentiation. Lesson plans for **Ready Steady Write** include appropriate challenge and these are considered when delivering lessons.

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of

quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas.

Assessment

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of Writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Teachers also complete a Reflecting on Unit outcomes document after each half termly unit, to identify next steps and the subsequent units are amended to include these focuses. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly staff meetings allow for whole school moderation of writing to deepen understanding of standards.

Subject leaders will analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed in half termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.

3.3 Mathematics

Our Mathematics teaching is underpinned by the belief that all children need a deep understanding of the mathematics they are learning. We intend for all pupils at Springwood Heath to develop a sound understanding of Mathematics, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school.



At Springwood Heath, we believe that all children can, and will, succeed in mathematics. Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. Mathematicians are able to reason, explain, work systematically and apply their mathematical knowledge to a range of situations and problems. It enables children to understand and appreciate relationships and patterns in both number and space in their everyday lives.

We encourage pupils to have a positive attitude to maths and we work hard to ensure they develop strong mathematical skills and knowledge. We develop a culture where children persevere and are resilient when they are faced with challenging mathematical concepts. We foster positive can do attitudes and we promote the fact that 'We can all do maths!' We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through manageable steps.

At Springwood Heath, we follow a mastery approach for the teaching of Mathematics to develop children's understanding and reasoning on a deeper level. Children are taught through whole-class interactive teaching, where the focus is on all children working together on the same lesson content whilst at the same time, challenging and supporting pupils to gain depth of understanding and proficiency.

Our whole school curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs, to flourish and to become the very best version of themselves. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Our units of work are planned based on the National Curriculum Programmes of Study and content is delivered in small, manageable steps. In addition, we use White Rose materials to further enhance our curriculum to ensure that we deliver ambitious and progressive lessons. Children are challenged through careful questioning and supported through the use of concrete materials and visual representations to develop a deep conceptual understanding.

We ensure that before moving to the next step, all children can master concepts. Our pupils are expected to reason and clearly explain their thinking using mathematical vocabulary to explain why an answer is correct or incorrect.

Children who are finding it difficult to grasp concepts access further adult support to ensure that all children are maintaining progress. We also utilise our more able learners as coaches within lessons to develop their ability to explain their reasoning and to provide support for peers. We identify misconceptions as starting places for concept building and use this to respond to the needs of each pupil, allowing additional time before moving on.

EYFS

Children have regular daily whole class mathematics inputs, where the focus is on developing mental maths skills, concentrating on numbers between 1 and 20. The initial part of the EYFS is centred around counting and ordering numbers, matching amounts to quantities and ensuring children are accurate in their counting and are using strategies to help them. Regular small group adult-led sessions are taught in mathematics. In addition to the more formal taught sessions, children are encouraged to explore number and shape and space through continuous provision activities, which are planned to develop children's understanding of key mathematical concepts. By the end of the year, children are expected to be able to count and order numbers to 20, to be able to say what is one more and one less than a given number, to be able to add or subtract single digit numbers and to solve problems, including doubling, halving and sharing.

Key Stage 1

The principal focus of mathematics teaching in Key Stage 1 is to ensure that children develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools). At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

Lower Key Stage 2

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that children become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that children develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Upper Key Stage 2

The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

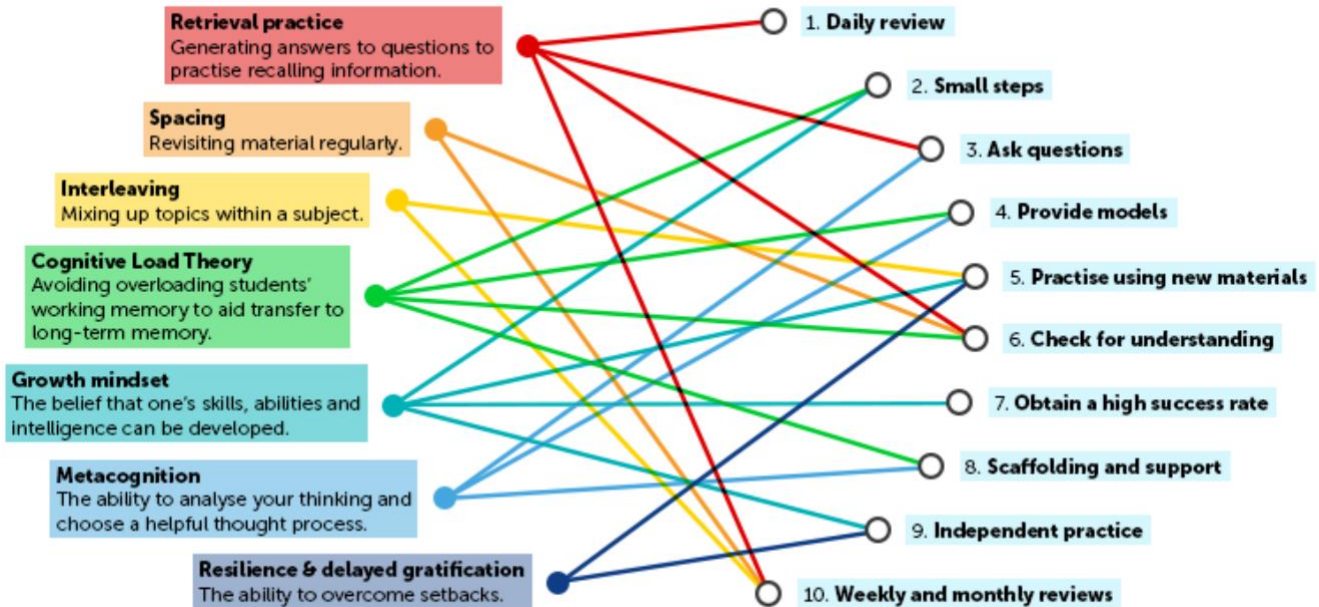
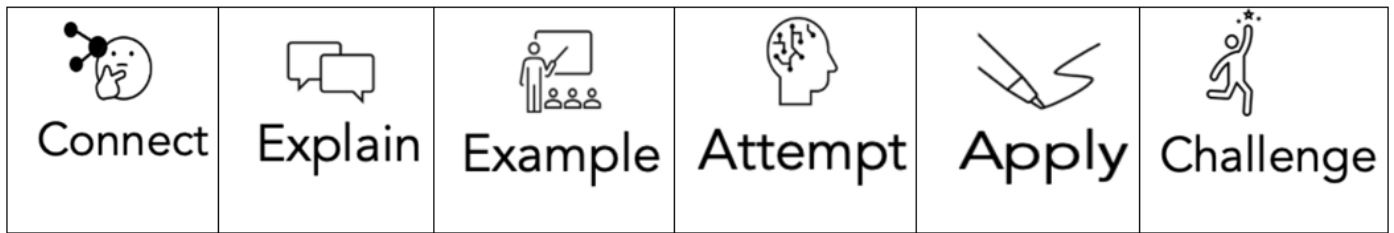
By the end of year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

3.4 Foundation Subject Lesson Design

At Springwood Heath, we have carefully planned our lesson design sequence to ensure key teaching strategies are incorporated giving the children the best opportunity to acquire new knowledge and immerse themselves in new key concepts and ideas. This lesson design allows children to make links with previous learning, retrieve previously learnt vocabulary and knowledge from previous lessons/units/years and present their learning in a subject specific way. This is consistent across all formal classes so children know what is expected of them within each lesson, aiding their transition through school.



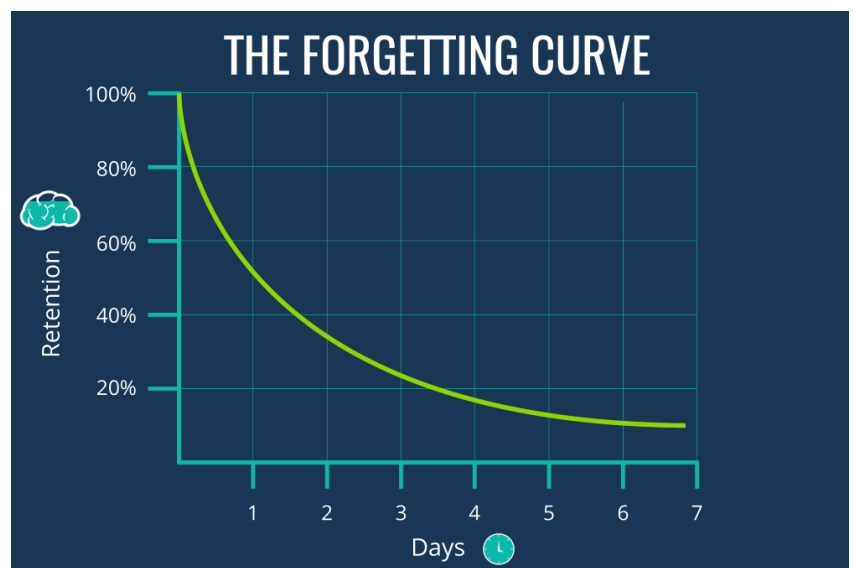
Springwood Heath: Foundation Subject Lesson Design



Ebbinghaus forgetting curve describes the decrease in ability of the brain to retain memory over time. The theory is that humans start losing the memory of learned knowledge over time, in a matter of days or weeks, unless the learned knowledge is consciously reviewed time and again.

Ebbinghaus also discovered another phenomenon called *overlearning* during his study on forgetting curve. The basic idea is that if you practiced something more than what is usually required to memorize it, the effect of overlearning takes place. This means that the information is now stored much more strongly and thus the effects of forgetting curve for overlearned information is shallower.

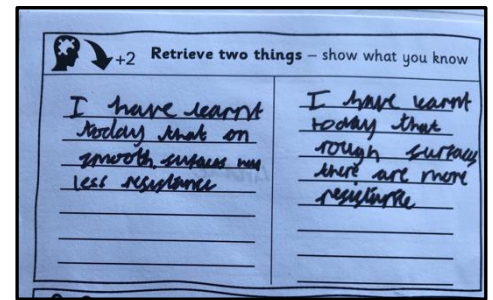
We ensure that within all lessons across the curriculum, pupils are provided with retrieval opportunities to support with information processing and interrupting of the 'forgetting curve'. All medium-term plans and lesson plans include opportunities for pupils to practice reviewing, recalling and revisiting their knowledge.





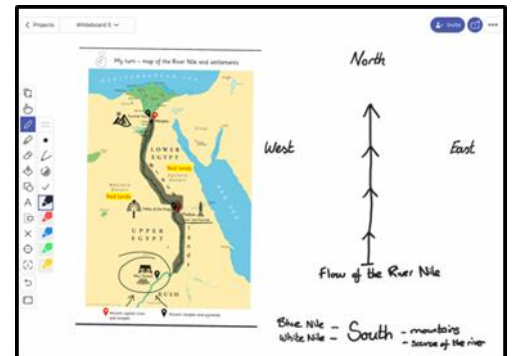
Connect

When planning, teachers ensure that they formulate clear learning questions. Lesson questions are shared with the pupils. Pupils discuss with their peers what they already know and what they might like to find out or investigate further. Pupils prior knowledge is utilised so that they build from their foundations rather than starting new. The Connect part of the lesson allow children to connect with The Big Picture and prior knowledge.



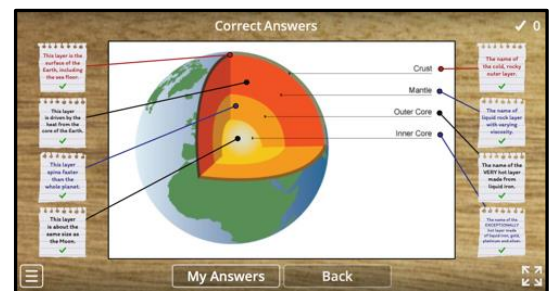
Explain

This involves the direct teaching of new concepts, models or ideas linking to whole school curriculum concepts. Appropriate classroom talk and effective questioning is encouraged. Pupils are given adequate time to practice and embed skills progressively and securely introducing new learning (scaffolding) and therefore improving attainment of all pupils. There is a combination of explanation and worked examples.



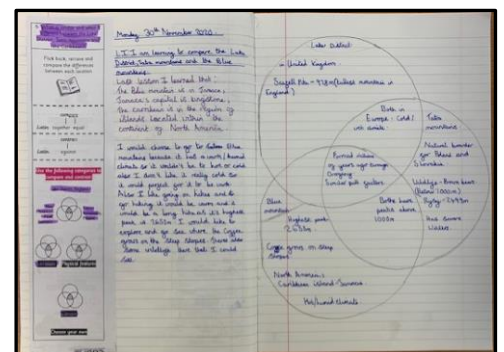
Example

My turn, our turn, your turn mastery techniques are used to support guided and independent practice. Using screenshare to model worked examples, pupils are shown examples and live markup. Using PDF images or digital pages use My turn, our turn, your turn to guide practice.



Attempt

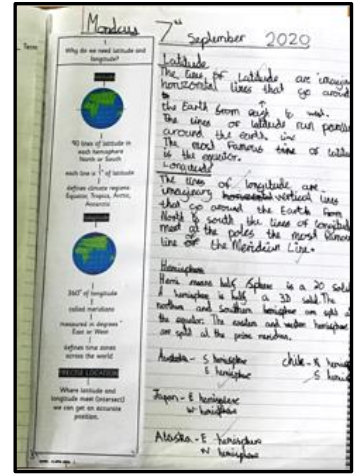
Diagrams and drawings are not decorative or representational. They are **explanative** demonstrating cause, effect and consequence or **organisational** - showing relationships and comparative thinking. **Images are used to scaffold and present** structured opportunities that enable elaboration and rephrasing of the knowledge-rich content. Children have a go at learning using knowledge notes to reduce the split-attention effect and support children to work with more independence.





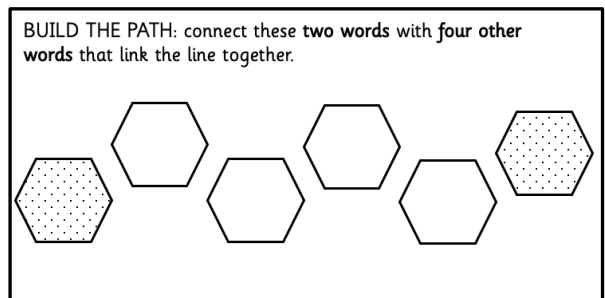
Apply

Children demonstrate how well they know and understand the new learning with carefully planned independent tasks. These tasks promote a deeper fluency and pupils are guided to take responsibility of their own learning. Scaffolds are used for pupils who require additional support. These are gradually removed as their competency and confidence grows.



Challenge

Children are challenged to show what they know using 'thinking hard' tasks and cumulative quiz questions. These questions are multiple-choice to support learners and ensure testing remains 'low-stakes.'



3.5 Wider Curriculum

Science

At Springwood Heath, it is our intention to provide a high-quality science education that provides children with the foundations they need to recognise the importance of Science in every aspect of daily life. We give the teaching and learning of Science high prominence.



Our curriculum will enable children to become enquiry-based learners collaborating through researching, investigating and evaluating experiences. It will encourage respect for living organisms and for the physical environment.

Teachers will ensure that all children are exposed to high quality teaching and learning experiences. These will hook the children's interest, enabling them to develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to ask questions about the world around them and work scientifically to further their conceptual understanding and scientific knowledge.

Children will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. It will provide opportunities for the critical evaluation of evidence and rational explanation of scientific phenomena as well as opportunity to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. Children will be immersed in key scientific vocabulary, which supports in the acquisition of scientific knowledge and understanding.

All children will be provided with a broad and balanced science curriculum which reflects the equality and diversity policies and practice in school.

History

Our History curriculum aims to excite the children and allow them to develop their skills as historians. Through careful planning, we deliver high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It provides a clear and comprehensive scheme of work that will show a progression of key skills across all key stages, focusing on investigating and interpreting the past, in-depth studies of world history and a secure understanding of chronology.



History at Springwood Heath Primary School is taught through discrete block units throughout the year. This allows the children to achieve depth in their learning and teachers are able to see clear progression across school. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Egypt, Greece and the Roman Empire.

Bringing history alive is key for our young learners, therefore, wherever possible, we make use of external visits, visitors and the opportunity to observe and experience real life artefacts.

Geography

Geography is packed with excitement and dynamism that synthesises aspects of the world and helps us to better understand its people, places and environments, and the interactions between them.

Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures.

Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.



Geography draws on its vast range of vocabulary to identify and name places, the features within them and the human and physical processes at work there. Such core knowledge provides the building blocks of deeper explanation and understanding; providing entry points to geographical conversations about the world. **Geography** is more than just core knowledge. Places are dynamic and often space is perceived, used and contested by people in many different ways. Geography seeks to understand how different views, values and perspectives influence and affect places and environments at different scales. It helps explain why places are changing, how they are interconnected and why patterns of inequality exist at both local and global scales.

Geography deals with the 'here and 'now' of real life and as such, is a vital 'living' subject that contributes to and enhances the wider curriculum.

Computing and E-Safety

At Springwood Heath, we aim to provide an exciting, rich, relevant and challenging Computing curriculum. As educators, we strive to enthuse and equip children with the capability to use technology throughout their lives, instil critical thinking, reflective learning and a 'can do' attitude for all our children, particularly when engaging with technology



and its associated resources. We want to prepare our children for the opportunities and careers that technology can bring; that may not even yet exist. Computing at Springwood Heath is all about developing well-rounded digital citizens, proficient programmers and confident users of information technology.

A high-quality computing education equips children to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which children are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that children become digitally literate - able to use, and express themselves and develop their ideas through, information technology.

We harness the skills of computer programming by teaching problem solving and computational thinking. Through a language rich environment, we teach the technical vocabulary associated with programming to help the children reason and explain their ideas. We want our children to think in an analytical way which can then be applied to other areas of the curriculum. We provide them with the opportunity to design, create and evaluate programs and to apply the skills they have been taught independently. We teach information technology through the opportunity to use a range of software and hardware. We start by teaching the basic skills of typing and navigating computers. We provide children with the opportunities to create digital imagery, games, and music to show them the variety and breadth of what they can achieve with technology.

One of the most important aspects of the Computing curriculum at Springwood Heath is the focus on Digital Literacy. We want our children to use technology safely and respectfully, to recognise the fantastic opportunities that the online world can bring but also to recognise the implications of this. We teach them how to balance their screen time, filter for real and 'fake' news, keep themselves protected in an online environment and recognise the impact of their online and offline behaviour.

PSHE and RSE

Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, independent and responsible members of society. Pupils are actively encouraged to play a positive role in contributing to the life of the school and the wider community. In doing so we help to develop pupils' sense of worth and we teach them how society is organised and governed. We teach them about their rights and responsibilities and enable them to learn to appreciate what it means to be a positive member of a culturally diverse society.



The spiritual, moral, social and cultural development of all pupils is extremely important and pupils are supported on a daily basis through the school's ethos and across many areas of the curriculum. Collective worship also provides regular opportunities to further enhance pupils' spiritual, moral, social and cultural development, promoting the school's Christian values and celebrating achievements.

At Springwood Heath, we follow the PSHE Association Programmes of Study (PoS) which aim to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

The National Curriculum states that "*all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice*". PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

Through our PSHE curriculum children will learn to:

- Love themselves and to recognise their own importance
- Have empathy for others
- Forgive others and be aware of the damage caused by holding on to hurt
- Build healthy relationships
- Have a resilient mindset
- Make good choices and have healthy conversations based on truth

PSHE has now become a statutory area of the National Curriculum and we believe that our curriculum at Springwood Heath meets these requirements.

Children leave our school as happy, well-balanced individuals. They feel loved, cared for, valued and well prepared for the next step in life. Children hold responsibilities throughout the school such as school librarians, eCadets and School-Council representatives and have created a happy, safe learning environment.

RE

Our teaching of Religious Education enables every child to flourish. It aims to help educate for dignity and respect, enabling all to live well together. RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. We provide an RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE at Springwood Heath, is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

Religious Education enables children to explore some of the big questions about life, to find out about what people believe and what difference this makes to the way they live so that pupils can make sense of religion, reflecting on their own faith and ways of living. Learning about different faiths and beliefs enables us to live in a harmonious society filled with kindness and compassion. The teaching of RE will go beyond a sociological study of religious phenomena and will introduce our pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences

Spiritual, Moral, Social and Cultural Development (SMSC)

Spiritual, moral, social and cultural development are promoted through all of our curriculum.

Spiritual Development: We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.

Moral Development: We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.

Social Development: We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Cultural Development: We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity.

Personal Development at Springwood Heath

Personal Development occurs in the curriculum through:

- Subject schemes of work and curriculum documents
- Assemblies
- Pupil led groups (School Council, eCadets, Playleaders)
- Planned learning opportunities in contexts outside school e.g. residential visits or trips
- Enrichment activities

MFL

At Springwood Heath, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for children. Children develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language (Spanish, in our case) and English. Learning another language raises awareness of our multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and that of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Children are taught the National Curriculum through a range of topics. This approach enables learners to focus on subject specific vocabulary whilst developing their phonic and grammar skills through a range of speaking, listening, reading and writing activities. Children are aware of the learning intentions for each year and play an active part in assessing their own learning. Spanish learning is implemented by playing games, songs, actions, drama, stories and lots more. The impact of our teaching means children's understanding of Spanish deepens in each year of language learning and they develop an appetite for discussion, detail and greater understanding.

Art and Design

We aim to provide a high-quality art and design education, which not only engages, inspires and challenges pupils, but will also equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.



We want our children to see themselves as artists and think critically about art. It is our intention to teach our children so they will find enjoyment in creative art, find a sense of purpose, achievement and fulfilment in artistic expression and develop skills and use a range of materials and techniques competently. Our children will learn to study and record the world around them analytically and will develop the appropriate vocabulary to help them understand and discuss their own work and that of others and they will be encouraged to appreciate and evaluate the work of a range of artists from their own and other cultures.

We provide opportunities for children to explore art, not just in designated art lessons, but also across the curriculum wherever appropriate in order to bring topics to life. We celebrate the art created by our children, showcasing it proudly around our school, as well as exhibiting it for the wider school community to enjoy.

Design and Technology

Design and Technology at Springwood Heath is about designing and making something, for someone, for some purpose. It involves investigating, planning, evaluating and using a wide range of materials and equipment in different situations. Great designers are curious first and foremost, they observe, take notice and make notes of things others overlook. They are able to articulate their ideas in a way that builds consensus and fosters an atmosphere of confidence. Design and Technology involves learning about the world we live in and developing the technical knowledge and skills that enable our children to make products that people want and that work well.



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. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology is planned in line with the statements laid out in the National Curriculum and with cross-curricular links where possible. All the children at Springwood Heath receive discrete Design and Technology lessons with additional opportunities for cross-curricular links such as whole school STEM days and extra-curricular activities after school.

Our children learn: what makes a healthy and varied diet, where food comes from, how products are designed and constructed, what different tools and materials can be used for, how manufacturing processes can be sustainable.

Our children are able to: evaluate existing and own products, design and make new products to fulfil a particular need, choose appropriate materials and tools and cook a variety of dishes. Our designers are confident, independent, resilient and hold high expectations of themselves.

The children have Design and Technology books which follow them through school so that we can see the progression in their work. The books are evidence of their own personal development of their knowledge and skills.

Physical Education

At Springwood Heath, our PE curriculum is extensive and progressive in order to develop our children's abilities as athletes. The importance of sports in primary school cannot be

underestimated, and getting children involved in sports at a young age can make them healthier and happier too. We teach our children the specific knowledge, skills and physical literacy they need to become proficient within different sports alongside teaching them the core values of sportsmanship and behaviours associated with successful athletes. Pupils will be challenged to achieve their personal best and see the best in everyone, whether in lesson or at competitions. At Springwood Heath, we value and celebrate the importance of honesty, determination, teamwork, self-belief, passion and respect.

In EYFS/Key Stage One, children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

In Key Stage Two, children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children from Y1-Y6 learn to swim with a termly swim programme every year in our hydrotherapy pool. All of our teachers are trained swim instructors and are able to teach children to swim at various stages.

Through the teaching of the PE curriculum, children at our school are able to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Music

At Springwood Heath, music is a highly valued, integral part of our school life. We encourage a value of music because it is one of the most powerful and unique forms of communication that can change and impact the way children think, feel and act. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.



We make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. We ensure that our music lessons are interactive to ensure the children are engaged and inspired. We aim for our music curriculum to give all children fun, practical and inspiring experiences so that they can enjoy all aspects of music. Children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with visiting music specialists.

The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. KS2 Children at Springwood Heath are extremely lucky to receive weekly music lessons and instrumental projects with a specialist music teacher.

By the time children leave Springwood Heath, they will have a rapidly widened repertoire which they will be able to use to create original, imaginative, fluent and distinctive composing and performance works. The children leave us as musicians who possess the following traits:

- Confidence
- Patience
- Modesty
- Creativity
- Resilience

The musicians at Springwood Heath will have achieved the expectations of the National Curriculum and be well prepared for the secondary stages of their musical education.

3.6 Teaching Methods

At Springwood Heath Primary, we embed a whole range of teaching methods and styles to ensure the best possible outcome for all pupils. Across all curriculum subjects, knowledge organisers are prominent in topics taught and used by children as a key tool for learning. Retrieval practise is included within the teaching of all lessons to ensure that children are remembering and retaining key objectives and concepts to assist them in confidently building upon skills learnt in prior year groups. We understand the importance of providing children with sufficient time to practise this retrieval and ask questions to further embed learning and address misconceptions that arise. Pupils continue to rehearse the information by summarising, analysing and applying their knowledge.

Within daily lessons, children and teachers take part in a range of different learning styles and activities to ensure that all pupil's learning styles are well catered for. Throughout topics, children will involve themselves in independent learning, group and peer work and self- assessment.

What is 'good' teaching?

At Springwood Heath, we believe that **good** teaching is when teachers (and other school staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;

- Plan lessons effectively which take children's prior learning and current assessment into account and build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

3.7 Assessment

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities. Assessment information is completed termly by staff on Insight to show attainment against the 2014 National Curriculum descriptors for all core subjects.

Assessment is used to inform future planning and teaching and takes place in many ways including day to day assessment is carried out through constructive marking, observations in class and verbal discussions with children.

3.8 School Environment

At Springwood Heath we believe the school environment is the silent teacher. It supports us all in giving messages about our ethos, values and celebrates learning of a high quality. It must be well organised, clean and tidy. It should entice children to learn and demonstrate our high expectations and standards. We are all responsible for making this happen in our classrooms and shared spaces.

We want to encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.

Therefore, we want to:

- Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world
 - Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn
 - Influence children in best presentation, personal organisation and general tidiness
 - Celebrate achievement and raise self-esteem for all
 - Use displays and resources to positively impact on learning, using working walls effectively to ensure children can access the information that will help grow their knowledge and understanding
- Displays have many purposes, for example; to focus attention, to stimulate, to showcase, to be interactive.
- Working walls should help to promote the children's learning and encourage their understanding of a subject.
 - Displays which showcase work should help children to feel pride in their work and encourage them to always present work to their highest standard.

4. INCLUSION

At Springwood Heath, we are proud to be an Inclusive School catering for children with a wide variety of needs. Through regular monitoring of the provision we offer, we are able to provide a secure, caring and happy environment in which all pupils can succeed.

4.1 SEND Across the Formal Curriculum

All staff work closely together to identify individual learning needs. Once a specific need has been identified, a personalised Learning Plan is created to specify how we will adapt the provision and set targets for the child as an individual. The Learning Plan incorporates advice from specialist agencies, where appropriate, and will consider the best way to deliver support. For example, this may be a mixture of in-class support, small group work with a teaching assistant, targeted interventions, special arrangements, or the provision of special equipment and resources. The Learning Plans are shared with children and parents, and are reviewed regularly throughout the school year.

Intent

At Springwood Heath, we believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. We believe that it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside of the classroom.

All children and young people should have access to an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then into adulthood. Through our first-quality teaching, planning and provision we:

- Ensure that needs are identified as early as possible and support is put into place,

- Ensure that children have access to a broad and balanced curriculum which is appropriately differentiated to enable children to succeed,
- Set high expectations for every pupil and ensure constant inclusion of all pupils,
- Provide an accessible learning environment which is tailored to the needs of all pupils to promote independence and success,
- Regularly monitor the progress of children with SEND and oversee the effective record keeping of all children on the SEND register,
- Provide professional guidance and support for parents and carers to ensure high quality support for all SEND children both in school and at home,
- Work closely with parents and carers and provide termly updates in the form of Personalised Learning Plans,
- Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND,
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement,
- Support and develop the professional development of teachers and teaching assistants to ensure high-quality teaching, strategies and resources are used effectively to support SEND children effectively.

Implementation

At Springwood Heath, every teacher is a teacher of SEND. Our provision is enhanced by the collaboration of teachers, senior leaders, the SENDCo, support staff, external agencies, parents and most importantly the child. Pupils with SEND will:

- Be included in all aspects of the school day,
- Be respected and acknowledged,
- Be given equal enrichment opportunities,
- Be provided with first quality teaching, adapted to meet their individual needs,
- Be supported with the transition to a new class each year to ensure they feel supported and prepared for change,
- Be taught by teachers who have a solid understanding of their needs, and how to meet their needs, through effective communication of school staff,
- Be represented across the school in roles of responsibility, extra-curricular clubs, school sports teams and through meaningful contributions to wider aspects of the school,
- Have a Personalised Learning Plan in place that is reviewed and updated termly.

Pupils with SEND may:

- Have specific 1:1 or group support to support them in accessing different areas of the curriculum,
- Participate in targeted learning interventions led by a teaching assistant as outlined in their Learning Plan,
- Receive additional support from external agencies and professionals, such as: Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Community Paediatricians, School Health Advisors and Alder Hey.

Impact

It is paramount that the management of SEND directly addresses any barriers to learning and progressing for all Springwood Heath SEND children. As a result of the provision listed in the 'Implement' section, our children will:

- Feel safe, secure and cared for,
- Demonstrate confidence and resilience in the classroom,
- Demonstrate high levels of engagement in activities,

- Make progress from their starting points as monitored in their Learning Plans,
- Develop independence and skills to support them throughout life,
- Feel happy and supported by all staff,
- SEND children, along with their parents, will feel as much informed and involved as they want or need,
- Feel confident when talking about their own needs and expectations.

4.2 Pre-Formal Curriculum

The pre-formal curriculum is designed for children who have profound and complex needs. The curriculum is designed to meet the needs of pupils through a personalised approach. It focusses on the early communication, social and emotional and cognitive skills that are the foundation of learning.

Engagement Profiling

Engagement Profiling is used to indicate what engagement looks like for individual pupils under each of the 5 areas of Engagement: Initiation, persistence, exploration, anticipation, realisation. The initial observations for Engagement Profiling should be completed when observing behaviours during high engagement activities.

The main purpose of engagement profiling is to support staff in finding the best strategies when working with pupils who can be hard to reach and engage. Staff observation including initial videos are made of the pupils working when they are highly engaged in order to identify the indicators of engagement and motivators. These are then applied to situations when there has previously been low engagement in order to raise their overall engagement. Regular working parties are held for staff to discuss and moderate the process.

Mapping and Assessing Personal Progress (MAPP):

MAPP is an assessment tool that has been developed to show small steps of progress. It assists in our formative and summative assessment process.

Short term/ provision targets taken from the Education Health Care Plans (EHCPs) are transferred to MAPP. Progress is then measured against 4 outcomes: Prompting, Fluency, Maintenance, and Generalisation on a scale of 1-10.

MAPP Target:										
	1	2	3	4	5	6	7	8	9	10
*Prompting	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
*Fluency	PIP targets									
*Maintenance										
*Generalisation										

Within this process MAPP targets are also broken down into small Progress in Provision (PiP) steps which assist in evidencing progress. PiP targets are explicitly highlighted within the daily planning and evaluation documents.

MAPP grids do:

- Illustrate personalised learning pathways and progress.
- Illustrate steps of progress in personalised learning.
- When collated provide evidence of target change.
- Illustrate changes of progress from term to term.

MAPP grids do not:

- Provide comparative data although, over time, an individual pupil's data can be compared with their own past progress.

Children's progress is monitored via PIVATS and Routes for Learning which informs their planning for progress target setting.

4.3 Semi-Formal Curriculum

The semi-formal curriculum is a curriculum underpinned by the TEACCH approach to learning. Children who follow the semi-formal curriculum may follow curriculums from the formal curriculum such as White Rose Maths, Read Write Inc and CUSP but these are delivered in a heavily adapted and personalised way to ensure success. They are often delivered alongside communication and social and emotional targets specific to the children's needs and EHCP targets.

How Does TEACCH Work?

TEACCH is based on the idea that children with ASD have different learning styles and needs than neurotypical children. The program uses a structured and individualised approach to teaching, which includes the following components:

Structured Environment

The TEACCH program emphasizes the importance of a structured environment for children with ASD. This includes using visual supports, such as schedules and pictures, to help children understand what is expected of them and to reduce anxiety and confusion.

Individualised Instruction

TEACCH recognizes that each child with ASD is unique and has different strengths and challenges. The program uses individualized instruction to help each child learn at their own pace and in their own way.

Task Analysis

TEACCH uses task analysis to break down complex skills into smaller, more manageable steps. This helps children with ASD learn new skills and build confidence as they master each step.

Positive Reinforcement

TEACCH uses positive reinforcement to motivate children with ASD to learn and engage in positive behaviors. This can include praise, rewards, and other forms of positive feedback.

Research has shown that TEACCH can be an effective program for children with ASD. Some of the benefits of TEACCH include:

- Improved communication and social skills
- Increased independence and self-esteem
- Reduced anxiety and challenging behaviours
- Improved academic performance

Children's progress is monitored via PIVATS which informs their planning for progress target setting.

5. Early Years Foundation Stage (EYFS)

In the EYFS, we aim for every child to be:

- Happy, secure and to feel safe
- Independent, self-assured risk takers
- Confident and Resilient
- Excited and Motivated to learn
- Socially strong and able to form positive relationships

5.1 EYFS Curriculum Intent

EYFS Curriculum Intent: To encourage independent, inquisitive and happy learners. We recognise that children have a thirst for new experiences and knowledge, and should be provided with opportunities to engage their inquisitive minds. The guiding principles that shape our practice in the Early Years are that children are born ready, able and eager to learn.

5.2 Our EYFS Curriculum Vision

We recognise and value individual's strengths and talents and believe in praising effort and valuing the little steps that really make a difference to a child's progress. We know that by doing this, we are building happy and secure children, who feel safe. Praise and clear boundaries contribute to the confidence and resilience of our children.

Creating children who are independent, not only in their organisational skills but also in their learning, is a high priority for us. We believe that all children are intrinsically capable of amazing things and we develop this through having high expectations of all children. We pose challenges, build confidence and self-esteem, show children how capable they are and support them to reach their potential. We take time to teach independence skills explicitly and support children to develop into well-rounded, ambitious learners. Taking risks is an important part of learning and we have developed both our environments and our teaching and learning strategies to promote children measuring and assessing risks for themselves and in having confidence and resilience to attempt challenges.

Confidence and resilience are key skills for a developing learner. We explicitly teach children to understand the learning process and understand mistakes are valuable learning experiences. Through the Characteristics of Effective Teaching and Learning, we develop children's active learning skills and help them to understand and respond to feedback. Perseverance is highly valued and praised. We strongly believe that in order to develop resilience, we must teach children to be independent learners who problem-solve for themselves and know to keep trying and how and when to access help.

Excitement and motivation for learning are developed through planning fun, engaging and challenging activities based on the needs of the children. We follow the fascinations and interests of the children and teaching and learning is fast paced to respond to the changing needs of individuals. We provide new and interesting experiences, building on and adding to the range of activities children will have had at home or through pre-school experience. We make learning purposeful and rooted in real-life contexts, where possible, so that children have motivating reasons to learn and to help them to apply their knowledge to a range of situations.

All subject leaders know and understand how their subject begin in the early years, setting the foundations for the National Curriculum to begin.

6. THE ROLE OF THE SUBJECT LEADER

At Springwood Heath, the role of a subject leader is to 'provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils'. This means that you have responsibility for securing high standards of teaching and learning in your subject, as well as playing a role in the development of school policy and practice.

Our aim is to improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement at Springwood Heath. You will play a key role in supporting, guiding and motivating teachers and other staff members in their subject.

Each subject leader is responsible for monitoring the teaching and learning in an area of the curriculum. By undertaking regular monitoring activities, you will have a good understanding of what is being taught in your subject, the outcomes, and progress of pupils. You will also identify any areas to be developed and will endeavour to tackle these areas through staff training, coaching and mentoring colleagues.

A subject leader identifies needs in their own subject and recognises that these must be considered in relation to the overall needs of the school. Subject leaders must have an understanding of how your subject contributes to school priorities and to the overall education and achievement of all pupils. This handbook will talk you through the essential parts of your role and acts as a 'go to guide' for you during your time at Springwood Heath.

6.1 Strategic Direction:

- Promote the subject, its importance, and the value it brings across the school.
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement.
- Use this understanding to feed into the school development plan and produce an action plan for the subject.
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, vision and aims.
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils.
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS.

6.2 Leading the Curriculum:

- Develop and review regularly the vision, aims and purpose for the subject area.
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress.
- Ensure the planned curriculum is effectively and consistently implemented across the school.
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning.
- Have an overarching responsibility for pupils' achievement and standards in the subject area.

6.3 Leading and Managing Staff:

- Establish an effective team and hold regular meetings on the subject to keep staff informed on any developments or changes.
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area.
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school.
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area.

- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises.

6.4 Deployment of Resources:

- Create a safe, welcoming environment and take care of the classroom accommodation
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils.
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs.

7. THE ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- seek to ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly headteacher's reports to governors.

8. THE ROLE OF PARENTS AND CARERS

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning by:

- holding parents' evenings to discuss how pupils are working in class and decide how best to work together to support their children's achievement moving forwards.
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would like parents and carers to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;

9. MONITORING AND REVIEW

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review this policy annually.

Children's work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Senior Leadership Team. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which include discussions around our whole school provision map and the impact of the targeted interventions that are used. Subject leaders will regularly monitor children's learning during termly subject leadership time.

10. HOMEWORK

It is vital that a strong partnership is built with parents and homework gives the chance for parents to become involved in their child's learning. Homework gives the opportunity to reinforce what has been covered in lessons, practise a skill or to introduce a new topic. Teachers are responsible for setting and marking this work in line with the school policy.