

## Werneth Primary School

### Curriculum Policy- Autumn 2020

At Werneth Primary School, we believe in developing the whole child; equipping them with the knowledge, skills and conceptual understanding to succeed in education and in later life.

We aim to nurture well-rounded pupils through a curriculum that is enriched with first-hand experiences that support children's personal development. The curriculum provides opportunities for pupils to develop high aspirations and make a positive contribution to our community and the wider society.

We believe that all children have an entitlement to a rich, broad curriculum that is well matched to their needs, regardless of any barriers to learning experienced by our children. At Werneth Primary School, we believe that everyone can achieve their potential and our curriculum has been designed to ensure that all of our pupils are given the opportunities to succeed regardless of their starting point or background.

Our curriculum is underpinned by our core values of:

- Challenge
- Happiness
- Independence
- Respect (and)
- Perseverance.

We have designed a broad, balanced and rich curriculum which inspires and nurtures a love of learning. Our curriculum has been designed to meet the National Curriculum statutory requirements and provides our pupils with experiences and opportunities which best meet their learning and developmental needs.

Subjects have a clear progression of key knowledge, skills and conceptual understanding that outline what our pupils will learn in each year group. Progressive knowledge, skills and conceptual understanding provides our children with the building blocks to equip them for the next stage of their education.

Our curriculum emphasises the importance of developing pupils' reading skills and supporting children to acquire and develop their vocabulary, as we recognise the important part that this plays in pupils' learning.

During a child's time at Werneth Primary School, they are exposed to over 500 texts, as well as having access to our class and school libraries to develop a lifelong love of reading.

At Werneth Primary School, we have high expectations for all of our learners and aim to improve pupil attainment through excellent rates of pupil progress regardless of pupils' barriers to learning.

We acknowledge and understand that challenging socio-economic circumstances can create additional barriers to learning for pupils. We also know that multiple factors of deprivation, including language deprivation, can create further barriers for pupils to overcome (see the Pupil Premium Statement for more details).

However, we are clear that the impact of these barriers to learning can be reduced through access to a broad and balanced curriculum, delivered by well-trained and knowledgeable staff, using teaching strategies that are research based and/or evidence informed.

Werneth Primary School staff apply aspects of Rosenshine's *Principles of Instruction* across all subjects. These principles are based on three sources of evidence that inform Rosenshine's principles:

- Cognitive science- how our brain acquires and uses new information.
- Observational studies of 'master teachers'
- Testing of cognitive supports and scaffolds that help pupils to learn complex tasks.

The implementation of the ten principles may look different in different subjects taught. For details about how the Rosenshine's *Principles of Instruction* are applied in different subjects, please see individual subject policies).

We believe that thoughtful adaptation of Rosenshine's principles will support our children to succeed across all areas of the curriculum. The ten principles are as follows:

1. **A review of previous learning**- this may be daily where subjects are taught every day (E.g. Writing and Maths) or could be a review of the last lesson taught (E.g. a review of the previous week's teaching in Science). This will also involve a review of the vocabulary acquired in previous teaching to re-activate recently acquired knowledge and vocabulary. Teachers will make links between new and previous learning to ensure that children's individual schemata are more fully formed and interconnected.
2. **Present new material using small steps**- this is done in order to mitigate the limitations of working memory. Breaking down concepts and procedures into small steps- including through modelling and scaffolding- provides well-structured support for children to build schemata for new concepts.
3. **Ask questions**- teachers need to use questioning to get feedback from our children. Every classroom is full of highly individual schema-forming brains and research tells us that more effective teachers ask more questions, involving more students, probing in more depth and taking more time to explain, clarify and check for understanding.
4. **Provide models** is viewed as a central feature of giving good explanations. Models can be:
  - Physical representations of completed tasks
  - Conceptual models
  - Explicit narration of our thought processes
5. **Guide student practice** so that the chance of forming misconceptions/errors is minimised. This involves modelling, correcting or affirming feedback and aspects of re-teaching where there are misconceptions and/or gaps.
6. **Check for student understanding**- teacher gains feedback about what learning might need to be revisited, re-taught or given more practice time. A combination of low-stakes assessment for learning strategies and no opt-out pupil engagement strategies should be used when staff check for understanding. This provides opportunities to elaborate on the knowledge in the relevant schemata which will strengthen connections between different ideas and improve retention.
7. **Obtain a high success rate**- through modelling, scaffolding, questioning and/or small steps explanations, staff should aim to obtain a high success rate so that what children are doing reinforces error-free, secure learning that improves fluency and confidence. This is not to be confused with a lowering of expectations in order to obtain a high success rate; more that teaching strategies should support children to develop a secure understanding before they record learning in books.
8. **Provide scaffolds for difficult tasks**- scaffolds are used to learning cognitive strategies from an adult who models, coaches and supports children to develop a level of confidence. Examples might include:
  - **Speaking and/or writing frames**
  - **Exemplars- examined to identify positive features and/or ways to improve**
  - **Strategic thinking**- adult shares a strategy that supports the acquisition and/or application of a skill (E.g. Looking for capital letters to find a country name for a Reading retrieval question). This reduces the cognitive load on children, meaning that they are more likely to succeed independently.
  - **Anticipating errors and explicitly challenge misconceptions**- highlight potential pitfalls and support children to self-check and self-correct their work.
9. **Independent practice**- it is important for the material that children practise to be the same during independent practice as during guided practice in order for a high level of success to be secured. This is based on the principle of *I do it; we do it; you do it*. This also applies to the use of vocabulary in speech. The teacher's role is to provide children with the tools that they need to check their own work, generate their own feedback and set goals for improvement.
10. **Weekly and monthly review**- recap, revisit and review of previously taught material will look different in different subjects. However, the purpose of these activities is the same in all subjects- to ensure that previous learning is not forgotten. This will also involve a review of the vocabulary acquired in previous teaching to re-activate recently acquired knowledge and vocabulary. Teachers will make links between new and previous learning to ensure that children's individual schemata are more fully formed and interconnected.

## Covid-19 addendum

In acknowledgment of the amount of lost learning in core subjects- and varying levels of pupil engagement with remote learning during lockdown- the Senior Leadership Team have made the decision to temporarily reduce the number of subjects taught in line with the government and DfE guidance on COVID catch up.

Class timetables place a greater emphasis on subjects that we feel will best meet the academic, physical and wellbeing needs of Werneth Primary School, as well as providing support on how to access home learning in preparation for any further local and/or national lockdown.

Reading, Writing and Maths will continue to be the focus of morning teaching, with the afternoon timetable being adapted as follows:

- 1 x Science lesson per week;
- 2 x P.E lessons per week to keep our children physically active, fit and well;
- The equivalent of 4 hours (2 full afternoons per week) of Humanities learning. Humanities teaching sequences also include Art and Design or Design Technology;
- 1 x Computing lesson per week, with a focus on online safety and how to access remote/home learning;
- 1 x RE lesson per week;
- 1 x PSHE lesson per week.

The following subject specific adaptations have been put in place:

**Reading-** additional phonics for year groups and/or individual children, guided reading and reading interventions scheduled. Home/remote learning provision was put in place from week beginning 7th September.

**Writing-** following an initial two week of skill development and reinforcement teaching, teachers are following the long term plan, as usual. However, teachers are focussed on securing the KPIs (key performance indicator objectives) not taught or securely understood (due to the school closure) before moving the children on to accessing age related objectives. Pre-teach and other assessment for learning strategies are used to check pupils' understanding so that learning is well matched to need.

**Maths-**as White Rose units taught in Autumn 2020 build on the learning in Autumn 2019, teachers are following the long term plan, as usual. However, teachers are focussed on securing the KPIs (key performance indicator objectives) not taught or securely understood (due to the school closure) before moving the children on to accessing age related objectives. Pre-teach and other assessment for learning strategies are used to check pupils' understanding so that learning is well matched to need.

**Science-** Teachers use medium term plans to understand and adapt the sequence of lessons. Due to Covid-19 school closures, it may be appropriate for objectives, key knowledge, skills and/or conceptual understanding to be revisited in order to develop and strengthen schema relating to Science. For example, revisiting key vocabulary/knowledge relating to animal classification- taught in Year 2- before they learn about animal habitats in Year 4).

**Computing-** in response to difficulties experienced by children accessing and submitting remote learning during lockdown, Computing lessons will be used to teach children how to access remote learning in the event of a local and/or national lockdown. There will also be lessons about online safety in Autumn 1 in acknowledgment of risks associated with increased use of the internet during lockdown.

**History and Geography-** we launched our new Humanities curriculum in September 2020, providing Werneth Primary School children the knowledge, skills and conceptual understanding as directed by the National Curriculum aims and objectives. This provides interest and excitement in learning whilst also developing our children's knowledge of the world and vocabulary. This increased knowledge and vocabulary will support our children to read fluently and comprehend what they read.

**P.E-** due to national and local restrictions our children are likely to be less physically active. Therefore, children will have two P.E lessons per week. Lessons will aim for high levels of active participation, with equipment used only being shared between children in a class bubble. Equipment will be cleaned between sessions. Games will be non-contain to minimise the risk of transmission.

**PSHE and RE-** the curriculum will be taught using our existing schemes of work, although teachers have the flexibility to respond to pupils' needs, worries and/or concerns as they arise.