

# Aston Hall Junior and Infant School

## Teaching, Learning and Curriculum Policy

June 2018

### ***‘Believe, Achieve, Succeed’***

#### Our Curriculum

The curriculum is all the learning activities used to promote learning and personal growth and development. The curriculum includes both statutory requirements and a range of extra-curricular activities used to enrich the learning experiences of the children e.g. in Foundation Stage the children are taught the Early Years Foundation Stage Curriculum, and in Key Stage 1 and 2 they are taught using the National Curriculum. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills so that they achieve their true potential. In the Primary School there are three “Key Stages” for the different age groups:

The Foundation Stage: 4 to 5 years (Early Years Foundation Stage)

Key Stage One: 5 to 7 years (National Curriculum)

Key Stage Two: 7 to 11 years (National Curriculum)

#### Early Years Foundation Stage

The early year’s foundation stage handbook (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register. The EYFS aims to provide:

- quality and consistency in all early years settings
- a secure foundation for all children for good progress through school and life
- partnerships between different practitioners
- partnerships between parents or carers and practitioners
- equality of opportunity for all children

Aston Hall uses a range of vehicles to promote this, including first-hand teaching in class and small groups, imaginative role play activities in carefully designed settings, opportunities to link learning to different concepts involving play-based approaches/mediums (water, sand etc) and in a range of outdoor provisions.

## Key Stage 1 and 2

A new National Curriculum was introduced in September 2014 which contains the programmes of study for all subjects and key stages. The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens but is just one element in the education of every child. There are time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. It incorporates the following subjects.

### *Core curriculum:*

English

Mathematics

Science

Art and design

Computing

Design and technology

Geography

History

Languages (statutory for key stage 2 only)

Music

Physical education

### 1. Curriculum Approach

The school uses a wide and creative curriculum approach, grouping learning into exciting topics that are then further enhanced by first hand learning from school trips. From this, wider curriculum subjects have a hands-on and purposeful approach to learning that links children's experiences to their outcomes in school. Long-term curriculum plans are available on the server.

In addition, the school follows a novel study approach to literacy. This involves children making deep connections between their reading learning and their written outcomes, and teachers are expected to use their learning environment to its fullest to establish an exciting and creative context for the novel to be placed in. This is supplemented by learning activities in writing and reading that use the core text, providing children with a real purpose to writing and the development of language. Besides their learning environments, teachers are empowered to be creative in their approaches to the text using roleplay, setting adventures, drama techniques, artwork and class debate to drive forward the key themes of their texts.

Children's work and learning is evidenced in many different ways, including their verbal engagement, their written work and their communication and collaboration with their peers.

### ***Wider Curriculum***

The school's curriculum is supported by a range of wider opportunities that enrich and deepen the children's learning and application. This includes a range of different sporting teaching and CPD from Rawmarsh and Wickersley trained specialists, as well as multiple sports clubs and competitive sports events to apply these skills throughout the year. Some examples include football and gymnastic opportunities.

Aston Hall is a school that is alive with music. Children have access to outstanding delivery from WPT specialists, as well as enhanced opportunities through the Rotherham Music Service and RockSteady music providers. Children of all ages and abilities are encouraged to develop their potential in this area, supporting the fact that all children will reach their potential whatever that looks like for them.

Every summer, the children have the opportunity to take part in a summer production, developing their drama and dance learning to apply to a fantastic production for parents and other children. They spend time identifying key elements of stagecraft, speaking and listening and in constructing effective visual performances.

Children in Foundation Stage and Key Stage 1 have the opportunity to take part in a Christmas nativity production over the Christmas period. Key Stage 2 children also take part in carol singing for the local community. Furthermore, Harvest is celebrated for all children at the local Methodist Church, enhancing these links to the local community.

### **2. Teaching Approach**

Aston Hall believes fundamentally in a teaching approach which puts children first and allows teachers to craft lessons which take into account accurate assessment of prior learning and allows them to develop skills fully and in different contexts.

Teachers have a timetable which is personal to them in ensuring they can meet their children's needs and ensure that time and focus is given to the right areas. This timetable is updated half-termly and can be found on the Staff Shared Area as well as being available in classrooms.

The school uses a set of planning principles which ensure that all staff are clear on their responsibilities to ensure their children have access to a strong teaching model and sufficient time and clarity in reaching and assessing their learning intentions. (See Appendix I) An example planning document outlining the school's key approaches is contained in Appendix II.

## Assessment Approach

Aston Hall believes in assessing the whole child, ensuring that their development as learners, individuals and as a group of peers is celebrated. The school uses the following assessment systems for Key Stage 1 and Key Stage 2:

	<b>Summative Assessment</b>	<b>Formative Assessment</b>
<b>Basic administration</b>	<p>Headstart tests – 1 per term in Reading and Maths.</p> <p>These tests are delivered to children and generate a scaled score that will be used as part of the evidence to judge a child’s learning at three points of the year. Teachers use their professional judgement in administering and interpreting these results, given that coverage of curriculum and reading focus will be unique depending on each cohort’s needs over the year.</p> <p>Staff will make choices around:</p> <ul style="list-style-type: none"> <li>-How long to provide for the test for specific groups of children.</li> <li>-How the test is delivered in parts or in whole</li> <li>-How the test is introduced to the children, such as exploring it as the independent work for a session with younger children.</li> <li>-The seating and administering arrangements of the children.</li> </ul> <p><b>NQTs will be required to work within a tighter format made clear by their line managers to support their understanding of summative assessment.</b></p>	<p>ITAF Grids in ‘Assessment File’</p> <p>Grids for Literacy and Numeracy – photocopied onto A3 OR electronic versions on staff file.</p> <p>Grids required for benchmarking the following groups, using representative children, or per table when children are grouped in ability:</p> <p>LAPS</p> <p>MAPS</p> <p>HAPS</p> <p>SEN</p> <p>PP</p> <p>Grids passed onto next teacher in July and form part of pupil progress discussions of this group’s performance/needs. Teachers may decide to use more grids for children who are working at levels which are difficult to compare.</p>
<b>How marked?</b>	<p>Teachers will use the marking guide to mark the tests during their professional time. These can be taken home and photocopied to support this.</p> <p><b>NQTs will be required to mark their tests with their peer or phase leader to support initially, so the process is clear and the areas the child scores well in recorded.</b></p>	<p>Ongoing – teachers will highlight when objectives met to show progression and next steps.</p> <ul style="list-style-type: none"> <li>- Yellow (Autumn)</li> <li>- Green (Spring)</li> <li>- Orange (Summer)</li> </ul>
<b>How recorded?</b>	<p>Children’s scaled scores are recorded using a threshold supported by the assessment materials: 76-95: WTS 96-112: EXS, 113+: GDS</p> <p>This score will be flexible depending on the professional judgement of the teacher, using moderation activities with their own whole class, working with colleagues and through identifying where curriculum coverage or focus has had an impact on test results.</p> <p><b>NQTs will be required to record scores as they are so they can develop their understanding of summative assessment and recognise how to show progress against this format.</b></p>	<p>Using ITAF sheets – evidence can be collected from a range of work as evidenced in the ‘curriculum approach’ above.</p>
<b>When?</b>	<p>Once per term, with a cycle that supports reporting to the overall Trust. This is likely to be weeks 4 and 5 of the second half term of each term.</p>	<p>Ongoing – expectation these are regularly updated when teaching content from planning has been met.</p>
<b>How accessed?</b>	<p>Headstart tests are kept in the Headteacher’s Office and distributed at the point the assessment cycle begins. Assessment summaries available on server.</p>	<p>Hard copies on sever. Class copies in ‘Assessment File’.</p>

## **Assessment Guidelines in support of the above:**

1. Check your class lists for names (no duplicates), SEN status, PP status and EAL/LAC status and label as appropriate.
2. Check all prior keystage data is intact. If missing, find this information from SIMS or ask Jo.
3. Baseline the class using Headstart Term 1. (Year 2 and 6 to be advised)
4. EoY targets will remain as they are, as these are based on expectations from prior Keystage and will be adjusted once information around progression becomes clear in 2019/20).
5. Recognise what the current percentage is of your key groups (boys/girls/dis/SEN etc)
6. Identify which children are underperforming against EoY targets – these will form the key groups to ensure accelerated progress and focus of T+L. They will form the basis of your quality first teaching in class and will be a go-to group when looking at books, in drop-ins and in data scrutiny.
7. At Autumn 2, make data entry for this term following principles of:

Maths: Scaled score as per Headstart (for children below scale, use 50)

Reading: Scaled score as per Headstart (for children below scale, use 50)

Writing: 76 WTS (including any children working below this level) 96 (EXS) 113 (GDS)

This score will most likely be reflective of the children's learning, given the nature of the test and how we teach our curriculum. However, in some cases the score may reflect an agreed judgement around a particular child's needs. For example, if the child has had a lot of illness, or has a particular area of weakness then this can be factored in to adjust a SS upwards or downwards. (An example might be a 96 mathematician who ran out of time because their handwriting or thinking time requires more thought, in this case, it could be appropriate to increase scaled score to 100 if the teacher can explore why this is the case using other evidence.)

8. Key stage leaders will agree on the most suitable format for the testing period, taking into account the children's needs at different ages of development. It may be appropriate, for example, for KS1 to be tested in shorter time slots or in smaller groups.
9. To support formative assessment of progress, each group of the following learners will be assessed using the ITAF framework and this information kept in a hard copy 'Assessment' file. These groups will be: LAPS, MAPS, HAPS, PP and SEN children with specific needs or operating at a lower level than the LAPS. These will be updated regularly when marking and providing feedback to create a formative assessment of that particular group's achievements.
10. The above processes will then form part of teacher appraisal, along with the teaching profile. They will enable leaders and teachers to discuss rates of progress in groups both formatively, and summatively and also enable all staff to have a shared dialogue around the terms used in this document.
11. Staff meetings will be used throughout the year to clarify exact procedures in the event of any changes and initial staff meetings in Sept will support this work.

KS1 and KS2 also complete statutory assessment every year, following the proscribed Assessment and Reporting Arrangements yearly, as outlined by the DfE. This documentation arrives shortly after the first term, and is used by the school to plan effectively for the arrangement and delivery of the tests. Results from these tests are used as one measure to inform the school's forward planning and DEP.

### ***Foundation Stage Assessment (See also EYFS Policy)***

Foundation Stage assessment uses the Early Years Foundation Stage Profile document and the Development Matters document to make judgements around a child's progress towards the Early Learning Goals (ELGs) in prime and wider areas. At the beginning of school, children are baselined using a range of information, including the use of home visit information, working with the child and discrete assessment activities. The expected standard of children entering FS2 is to meet learning statements in the '30-50 Beg' stage of learning, with the expectation that these children will meet the final ELGs in these areas and enter Y1 with a Good Level of Development (GLD) or more.

Foundation Stage staff use Development Matters documentation and the EAZ Mag systems to assess and record the tracking of these goals and when they were achieved, as well as the depth to which the children explore these. This is supplemented by ongoing discrete work in recording journals and through photographic and other observations recorded and used by staff. At the end of the year, children are assessed as to whether they have met the criteria outlined in the EYFS Profile document and submission of this information is reported annually as part of the school's statutory responsibilities. Further information on Foundation Stage Assessment can be found in the EYFS Profile document, and the Development Matters guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/669079/Early\\_years\\_foundation\\_stage\\_profile\\_2018\\_handbook.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/669079/Early_years_foundation_stage_profile_2018_handbook.pdf)

<https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

### ***Pupil Progress Reviews***

Pupil progress reviews will be undertaken at least termly, with a senior leader leading this dialogue. The format used will allow staff to explore using the assessment sheets:

**What is the current attainment of their class?**

**What is the current progress level of their class?**

**Which children are NOT on track to meet EOY targets (based on prior performance) at this stage?**

**What barriers are these children displaying to make this progress?**

**What is being done about these barriers in terms of QfT/interventions?**

**\*What is the impact of current interventions/Qft?**

\*Only on review of last progress meeting

*Example PPR form and Guidance*

<b><u>Pupil Progress Meeting - End of Spring Term 2018</u></b>							
Teacher –							
SLT –							
Agreed boundaries ARE = scaled score 96+ GD = scaled score 113+							
	Cohort	Girls	Boys	PP	SEND	EAL	Pupils at risk
<b>READING</b>							
% on track to be above AREs							
% on track to achieve AREs							
% below AREs							
<b>WRITING</b>							
% on track to be above AREs							
% on track to achieve AREs							
% below AREs							
<b>MATHS</b>							
% on track to be above AREs							
% on track to achieve AREs							
% below AREs							

<b>PHONICS /SPAG</b>							
<b>% on track to be above AREs</b>							
<b>% on track to achieve AREs</b>							
<b>% below AREs</b>							

NB – The above judgements are based on summative data and are fully supported by test results etc.

<b>READING</b>		<b>Current Year -</b>		
		<b>Below AREs</b>	<b>At AREs</b>	<b>Above AREs</b>
<b>Previous Year -</b>	<b>Below AREs</b>			
	<b>At AREs</b>			
	<b>Above AREs</b>			

Name	Target	Entry data	Areas of need	Action/intervention	Exit score

<b>WRITING</b>		<b>Current Year -</b>		
		<b>Below AREs</b>	<b>At AREs</b>	<b>Above AREs</b>
<b>Previous Year -</b>	<b>Below AREs</b>			

	At AREs			
	Above AREs			

Name	Target	Entry data	Areas of need	Action/intervention	Exit score

MATHEMATICS		Current Year -		
		Below AREs	At AREs	Above AREs
Previous Year -	Below AREs			
	At AREs			
	Above AREs			

Name	Target	Entry data	Areas of need	Action/intervention	Exit score

KEY FOR COLOURS - **KS1 – below AREs**    **KS1 – At AREs**    **KS1 – Above AREs**





## Subject Specific Approaches Guidelines

Who is responsible for the subject leadership?

When, how and how often is the subject taught?

Where are resources kept and what resources are available?

Does it follow any schemes or other programmes of study that tie into the NC?

What is the rationale behind the subject, what do we want our children at Aston Hall to achieve from it? (May be present in policy).

Does the subject have any associated enrichment events/parent workshops or wider connections that deepen and broaden its learning?

How is the subject assessed and evaluated? (At the moment, this will most likely be from using national curriculum outcomes at the end of key stage.)

## Literacy

At Aston Hall Junior and Infant School we believe that Literacy/English is a fundamental life skill which is essential to participating fully as a member of society. We aim to develop the abilities of all the children in our school to communicate their ideas effectively in speech and writing. We also believe that by developing the reading and listening skills of our pupils they will become effective communicators.

English is taught daily in various ways: a 30 minute reading session is taught each day within every year group, and incorporates teaching of phonics and de-coding, fluency and expression and comprehension using the core reading domain skills (vocabulary, retrieval and inference).

English writing is taught every day for around 1 hour and incorporates teaching of a SPAG skill in isolation and a writing objective to apply. Our novel study approach is used to support both reading and writing. Spelling rules are investigated weekly within around 2 sessions per week. Resources such as reading books and dictionaries can be found in the library, on the communal and tools and resources for lessons can be found on our TSA under Literacy. Specific rationale, objectives and aims for the key areas of English can be found within our 2018-19 policy on the TSA.

Teachers use assessment for learning through-out their lessons to adapt practice and propel learning forward through practical and written outcomes. Summative assessment takes place through out a term and is informed through assessment against the year group ITAF statements and formal assessment such as Headstart and end of key stage SAT papers.

## Mathematics

At Aston Hall, we believe that Mathematics is a life skill. It is an essential element of communication, widely used in society, both in everyday situations and in the world of work. Mathematics teaches children how to make sense of the world by developing their ability to calculate, reason and solve problems fluently.

Mathematics is taught daily during a one hour session. Classes also have short, regular additional sessions focusing on key skills, e.g. times tables. A variety of teaching and learning opportunities are adopted to provide active and stimulating learning experiences, such as;

- Practical 'real' activities are used to introduce concepts and reinforce learning objectives.
- Opportunities to transfer skills learnt, to real situations, are used whenever possible.
- Teachers place a strong emphasis on correct use of mathematical language; this is supported by key vocabulary being displayed.
- Activities are planned to encourage the full and active participation of all pupils.
- Teachers differentiate tasks throughout the lesson in order to meet the needs of all abilities.
- Teachers value pupils' oral contributions and create an ethos in which all children feel they can contribute.
- Children may work individually on a task, in pairs or in a small group, depending on the nature of the activity.

Teachers follow planning and access resources from White Rose Hub, which links directly to the National Curriculum. Physical resources can be found in the Maths cupboards in the library and outside the computer suite. Specific rationale, objectives and aims for the key areas of Mathematics can be found within our Mathematics and Calculation policy on the TSA.

Assessment in Mathematics takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with children. This information informs subsequent planning and next steps in teaching and learning. In book pre-assessments are used for each child for each new strand of Maths teaching. Every child completes a 'cold' pre assessment to inform their next steps for learning, and to ensure that the pitch of learning in the classroom is correct and child – led. Children also complete a termly summative assessment in the form of Headstart assessments. These assessment results are used to monitor and track progress for each child and identify any gaps in learning. They are also used to support teacher judgement as to whether children are working at Age Related Expectations (ARE).

## PE

The National Curriculum for Physical Education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

PE at Aston Hall is extremely important. We are always encouraging children to live healthy and active lifestyles. All children in Year 1-6 receive 2 hours of PE a week. Our school is lucky enough to be part of Wickersley Partnership Trust which helps organise and run various sporting events, in addition to supporting teachers and other staff with the planning and delivery of PE lessons and clubs in school; Mr Walker (PE teacher from WPT) currently works in our school every Tuesday and Thursday.

Children from both Key Stages 1 and 2 also attend different sporting events and competitions in our local community and the Wickersley Partnership Trust throughout the year. Each half term, school will have access to the delivery of after school masterclass events for G & T pupils (a different sport each masterclass). Where possible, and when linked to the curriculum and outside community, Aston Hall takes part in whole school Sport Days i.e. World Cup day, Daily Mile, Bike it Breakfast, Whole School Rounders' Competition, Sport Relief any many more! Wickersley Partnership trust has a swimming pool resource. Children from Year 4 will use these facilities for 11 weeks of swimming tuition. Staff at the resource are trained in paediatric first aid. Throughout the year, class teachers and WPT coaches will assess the children against National Curriculum objectives for their key stage. This is then produced into the children's end of year report for parents.

## Music

Music within Aston Hall is delivered by Wickersley Partnership Trust's experienced music teachers. Classes are provided with a number of opportunities to access music provision; catered to the curriculum aims of their age group. Pupils also have the opportunity to learn how to play a number of instruments within school time, namely piano, violin, guitar or drums.

As part of our music provision KS2 children have the opportunity to join the choir and take part in the 'Young Voices' music concert with regular practice sessions after school. In all key stages children also take part in a Christmas or summer production.

### Art and Design

At Aston Hall the art subject leaders are Augusta Poole and Kay Woodcock. Art within our school stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through skill development in the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities and learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. At the moment, art and design is taught within every element of the curriculum. We are aiming to introduce an art scheme of work based on the old Chris Quigley 'I can' statements. In regards to associated enrichment events, we are aiming to develop a whole school art exhibition and possible involvement with 'Picture this' event at Magna. After school clubs and whole staffing CPD will be carried out to help deepen and broaden learning and subject knowledge. At the moment we are using the National Curriculum statements to assess and evaluate however we are hoping to break this down further into smaller sections to enable staff to deliver a basic skills curriculum.

## Design and Technology

Subject Lead: Lisa Thompson

Wider Support: Katie Hanley

### Rationale

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

### Organisation

Design and Technology in the Foundation Stage is guided by the Early Learning Goals. In Key Stages I and II the subject content is based on the National Curriculum 2014 guidance. Every year each class will be taught the knowledge, understanding and skills needed to design and make a range of products. Children engage in activities to investigate, disassemble and evaluate simple products from a range of contexts before taking part in their own projects. Focused practical tasks are taught in order to develop and practise particular skills and knowledge. Capability is then developed when pupils design, make and evaluate a product using a range of materials and components. Design and Technology is taught throughout the school as part of a 2 year whole school topic cycle. The children have opportunities to work in a range of group situations to promote discussion, enquiry and negotiation and team work. The children have access to a range of materials and tools to design and make products. In addition to classroom resources there is a central resource for construction and electrical equipment.

### Assessment

Throughout a term, teachers make ongoing formative assessments about the knowledge and skills, as outlined in the national curriculum for Design Technology; these assessments inform next lessons and future planning. At the end of a unit of work, topic, or term, whichever comes first, teachers use their ongoing assessments and final pieces of work to make a summative judgement about whether a child is 'emerging', 'expected' or 'exceeding' in line with the national curriculum for their year

group. This information is passed on to the next class teacher. In the summer term, a child's attainment in Design & Technology is reported to parents in their annual report.

## Appendix I

Planning Principles (Green for specific Literacy / Blue for specific Numeracy)

### Planning expectations

**Planning will be on one of the following formats:**

- Electronic document - school/own
- Planning book – handwritten notes
- Smart notebook

**In your planning, there must be clear evidence of all of the following:**

- OLI – chosen from writing expectations grid/maths coverage grids
- Different OLIs for ability groups as and when necessary/appropriate.
- Differentiated success criteria (not a different one per group - must, should, could is acceptable.)
- Clearly differentiated tasks/activities for each ability group are identified (this may be by M,S,C OSCA where whole class are doing the same piece of writing/task.)
- OSCAs should be stuck in books for English, particularly if the task is the same for all groups
- Adult deployment
- Personalised/differentiated planning for SEND children (PIVATs where appropriate) - by teacher not TA - this should be available every day
- Pre-assessments planned
- Planning is clearly based on pre-assessments.
- Evidence of feedback/notes to regroup following marking

## Appendix II

Example of Basic Planning Formats (Lit/Num)

Date	Learning Intention and Success Criteria	Key teaching points to make (reference to questions, key concepts, models and images, structure, key vocab)	Group and individual learning activities and differentiation, (including the use of intervention by adults)	Plenary (key questions to support this, reference to self/peer assessment)
Monday	OLI			
	Success Criteria			
Tuesday	OLI			
	Success Criteria			
Wednesday	OLI			
	Success Criteria			
Thursday	OLI			
	Success Criteria			
Friday	OLI			
	Success Criteria			