

# Abbots Hall Primary Academy



## Curriculum Policy

Agreed by Governors:

Next Review Date:

Version control

Date	Version no.	Key changes from previous version
3/2019	V1	New policy Appendix 1: Marking and Feedback Policy
4/2/22	V2	Alteration of 'Curricular aims' to 'Curricular intent'

This Model Policy was released in:	March 2019
School Staff were consulted on this document and it was accepted by the Standards committee on:	February 2019
It was ratified by the Governing Body on:	.....

## Introduction

The curriculum is the totality of pupils' learning experiences. At Abbots Hall Primary Academy, we believe that our curriculum should be broad, balanced and relevant, meeting the needs of all children whatever their ability and helping them to develop academically, socially and emotionally for their unique journeys through life.

For us, Teaching, Learning and Assessment is an interwoven and a reflective practice. Through ongoing pedagogical debate, we are continually reviewing the effectiveness of our practices and our own unique curriculum; identifying strengths and opportunities for improvement.

## Curriculum Design

### Intent

*'Learning is defined as an alteration in long-term memory.'* Ofsted January 2019

We designed our own curriculum to be holistic and our provision is as carefully planned as possible to ensure that children have a positive sense of self-identity, are able to relate and interact well with others and have the skills and talents for now, for the future and to make the world an even better place. Our pedagogic thinking develops continually.

At Abbots Hall, we have a growth mind-set to our own learning as educators so that we can model this for our pupils. We integrate research and theory into our practice in a quick and efficient manner so that we can maximise the positive impact on outcomes for our pupils. The academy staff play an enormous part in reviewing the curriculum. There is a highly cohesive team ethos and we work together to identify areas for improvement and to problem solve and find solutions quickly. We work in an agile manner to address any school improvement points as urgently as possible and we constantly review and refine what we are doing in the school.

### Curricular intent:

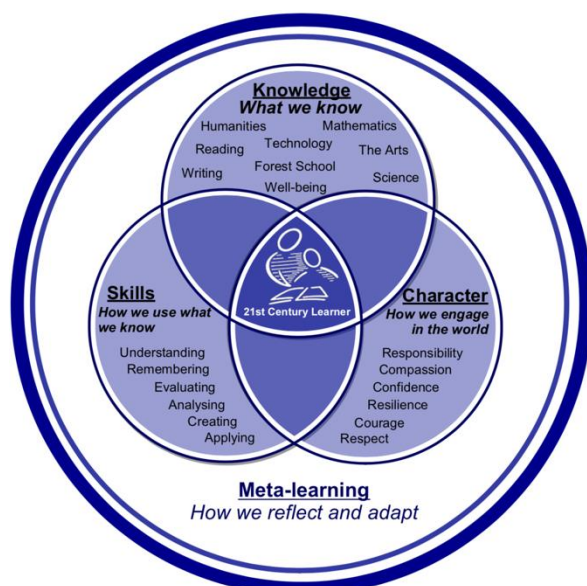


FIGURE 1: ABBOTS HALL CURRICULUM

- Provide equal opportunities for all children, regardless of their background and starting points, to gain knowledge, skills and character and make significant progress across the range of concepts taught in the School Curriculum.
- Encourage children to develop a sense of personal growth through character development, enabling them to become global citizens and socially responsible. They will develop key characteristics through the celebration of our values [Fig. 2].
- Develop children's application of knowledge through carefully planned, high quality questioning and activities where a wide range of thinking skills are required. These skills are accessed by the Abbots Hall 'Thinking Skills' [Fig.4].
- Prepare children for their own unique journey by encouraging them, through the curriculum, to become reflective, effective learners.

## Implementation

We know that children learn better when they are excited and engaged. At the Abbots Hall, we are constantly looking to provide stimulating and motivating learning opportunities which not only challenge our pupils but also inspire them to continue their learning beyond the classroom.

We also recognise that great learning needs to be the right balance of lots of areas and if there is too greater focus on one aspect, learning can be limited. It is for this reason, we have carefully designed our curriculum around four key areas: Character, Knowledge, Skills and Meta-Learning (or learning how to learn).

### Character

*‘Facing the challenges of the twenty-first century requires deliberate effort to cultivate personal growth and the ability to fulfil social and community responsibilities as global citizens’ Four-Dimensional Education OCED 2015*

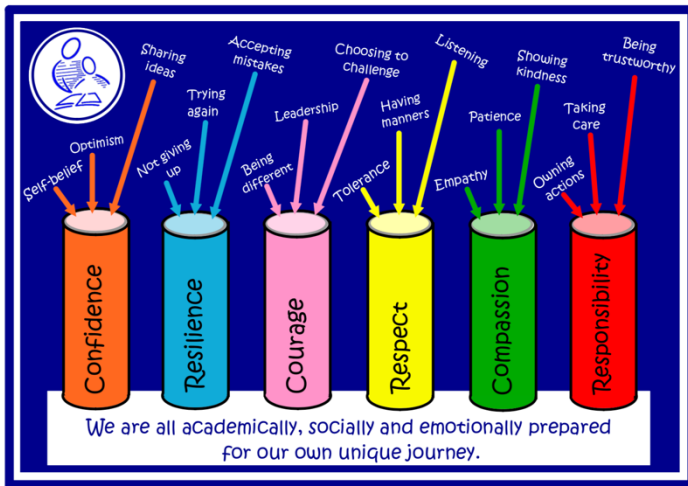


FIGURE 2: ABBOTS HALL VALUES

Our curriculum is supported by comprehensive Religious Education and PSHE schemes and these support pupils’ personal development. It is the aim of our character curriculum to develop responsible, respectful, active citizens. We educate them about different faiths, cultural diversity, encouraging them to be inclusive of all; irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

### Knowledge

*‘The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens.’ National Curriculum 2014*

The Abbots Hall curriculum is taught in discrete curriculum subjects as well as linked “topic” areas where relevant. A whole school long term plan indicates the broad objectives of the national curriculum and ensures progression through the key stages. Medium term plans organised for each year group are called curriculum maps and show the links between subjects

Where knowledge cannot be linked, it is the academy’s policy that this taught discretely. Knowledge is split across the core and non-core curriculums.

We encourage teachers to be highly reflective, think creatively, and adapt plans to match the needs interest and ability of the children in their class. As a school we believe that learning is not limited to the walls of our building but can happen anywhere.

The school’s character curriculum comprises of personal development (encompassing mental and physical well-being and Relationship and Sex Education SRE) and spiritual, moral, social and cultural development.

Underpinning the school’s ‘character’ curriculum are our values; confidence, resilience, courage, respect, compassion and responsibility [Fig. 2] and the Future Citizens Programme. These values are celebrated within the academy’s assembly themes as well as part of a ‘soft curriculum’ of adult role modelling and consistent reinforcement. We promote the acceptance of and engagement with the fundamental British values and these are integral to our character curriculum.



	Key Stage 1 (Years 1-2)	Key Stage 2 (Years 3-6)
<b>Core Subjects</b>		
English	✓	✓
Maths	✓	✓
Science	✓	✓
<b>Non-Core Subject</b>		
Art & Design	✓	✓
Technology	✓	✓
Computing	✓	✓
Geography	✓	✓
History	✓	✓
Modern Foreign Languages		✓
Music	✓	✓
Physical Education	✓	✓
Religious Education	✓	✓
PSHE (incl RSE)	✓	✓

FIGURE 3: CURRICULAR SUBJECTS

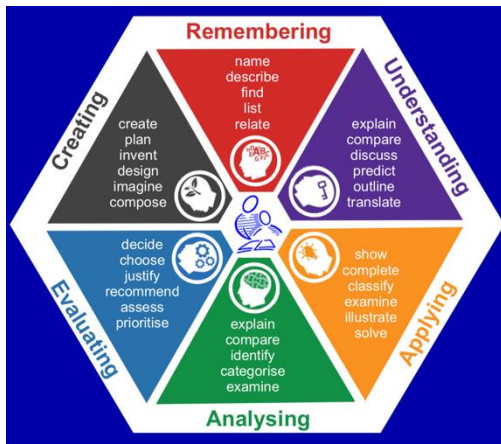


FIGURE 4: ABBOTS HALL 'THINKING SKILLS'

## Skills

*'Studies have shown that when knowledge is learned passively, without engaging skills, it is often only learned at a superficial level' Four-Dimensional Education OCED 2015*

At Abbots Hall, skills are split into two areas; subject specific skills and the overarching blooms taxonomy skills that are used to challenge and reinforce learning.

### Subject Skills Progression

Subject leaders have identified core themes for subject specific skills, and these are set out progressively for each year group for all subjects. The skills are used by class teachers to plan sequences of lessons and then assess pupil progress against these.

### Abbots Hall 'Thinking Skills'

The skills outlined are used across the curriculum to support the consolidation of knowledge and to ensure pupils are learning concepts to a greater depth. The skills are ordered from lower to higher ordered thinking skills.

Teachers plan the application of skills and knowledge using 'intelligent variation' questioning. This approach involves teachers designing questions using the thinking skills and ways of integrating other areas of the curriculum to challenge the children's application of the knowledge they have gained throughout the curriculum already covered. In lessons, teachers plan work that is scaffolded to meet the needs of pupils but the expectation is that all children achieve the learning intentions within a lesson.

## Meta-learning

Meta-learning refers to what learners *know* about learning or 'thinking about thinking' and learning about how we can be good learners.

This includes:

- the learner's knowledge of their own cognitive abilities (e.g. *'I have trouble remembering dates in history'*)
- the learner's knowledge of particular tasks (e.g. *'The ideas in this chapter that I'm going to read are complex'*)
- the learner's knowledge of different strategies that are available to them and when they are appropriate to the task (e.g. *'If I scan the text first it will help me to understand the overall meaning'*).

It is our aim at Abbots Hall that all our pupils are all reflective learners able to evaluate their own learning identifying how they can improve how they learn themselves.

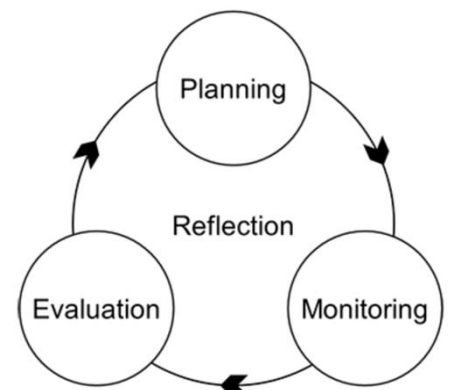


FIGURE 5: META-LEARNING CYCLE

## Further Curricular Opportunities

In addition to the well planned and comprehensive curriculum delivered by our teaching staff, our TAs and specialist teachers deliver the following learning experiences: Forest Schools, gymnastics coaching, specialist sports coaching and dance coaching. All children in years 5 and 6 and have the opportunity to access a residential trip once a year.

## Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage we; -

- set suitable learning challenges;
- respond to pupils' diverse needs;
- endeavour to overcome potential barriers to learning;
- plan and adapt learning to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge;
- challenge children to think at depth and deepen their learning across the curriculum.
- Ensure our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school motto – *Achieve, Believe, Create*.
- Provide additional support and interventions for children as necessary and in line with our SEND policy.

## Impact

### ***Pupils***

Where possible, leaders at all levels, listen to the views and experiences of pupils accessing the curriculum. Pupil voice is used throughout curriculum monitoring. The insight the pupils provide is key to much of our curricular design.

Pupils' outcomes are also reviewed throughout the year by all leaders to ensure that our high expectations are maintained. Pupils' achievement is monitored in all subjects to not only judge impact but to monitor coverage and ensure pupils are receiving their curricular entitlement.

### ***Subject Leaders***

Our subject leaders constantly review the impact of their subjects; support staff development and improve the quality of teaching and learning over time. They monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny. They also ensure they continue to review innovations in their subjects to ensure teaching and learning is relevant, engaging and challenging.

### ***Headteacher and Senior Leaders***

Senior Leaders review the curriculum long and medium-term plans on an annual basis reviewing their impact and where necessary initial change. Senior Leaders also review pupils' outcomes regularly ensure that in addition to the core curriculum, they review work from across the curriculum. The impact of which provide senior leaders with key intelligence of the standards across all the subjects but also the effectiveness of individual subject leaders.

### ***Governors***

Governors review the effective impact of the core curriculum within the *Standards* Committee and the *Every Child Matters* (ECM) Committee monitors the breadth and depth of the curriculum and ensure pupils are able to access their curricular entitlement and no group is at a disadvantage.

## Responsibility

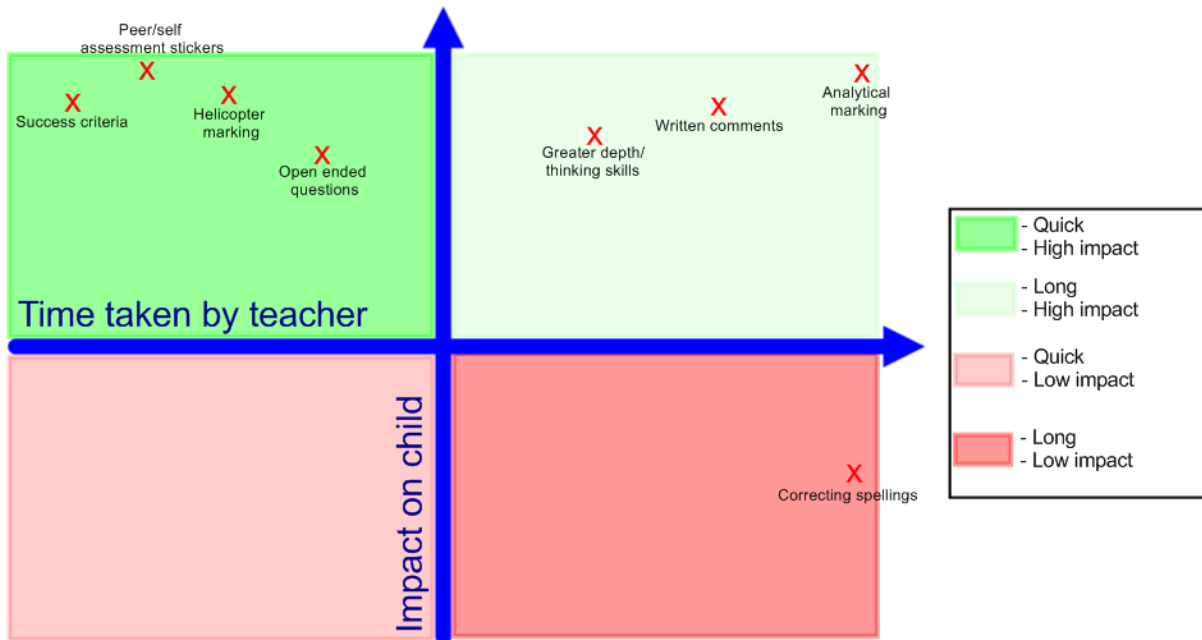
The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff. The Deputy Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage.

Subject leaders are responsible for writing the annual action plans for their subject and monitoring the medium-term planning to ensure progression, continuity and challenge in their curriculum area as well as liaising with other teachers to evaluate and ensure high standards in their curriculum area. Class teachers ensure that the curriculum is taught effectively and that the aims are achieved for their class. They work collaboratively, sharing ideas with other staff members when planning, to provide a rich and creative learning experience.


## Feedback impact matrix

Our aim is to provide our children with feedback that has high impact and consistently challenges them to make progress.

The table below measures the effectiveness of each element of Abbots Hall's Feedback policy.



Key Stage 1 Agreed Feedback	
Writing and Maths	<ul style="list-style-type: none"> <li>- All work to be marked with ticks or dots</li> <li>- Self/peer assessment sticker to be used 1/week</li> <li>- Open ended sticker to be used 1/week</li> <li>- Next steps (written or sticker) to be given 1/week</li> <li>- Children respond to all marking in blue pen</li> <li>- Children to self-assess using Learning objective and success criteria in every lesson</li> <li>- Teacher to assess against success criteria in every lesson</li> </ul>
Science	<ul style="list-style-type: none"> <li>- 1 Greater depth sticker per group (see thinking skills) that all children access and respond to (either individual or group)</li> <li>- Individual work to be marked</li> </ul>
Foundation	<ul style="list-style-type: none"> <li>- 1 Greater depth sticker per lesson (see thinking skills)</li> <li>- All worked marked</li> </ul>
Key Stage 2 Agreed Feedback	
Writing and Maths	<ul style="list-style-type: none"> <li>- All work to be marked with ticks or dots</li> <li>- Self/peer assessment sticker to be used 1/week</li> <li>- Open ended sticker to be used 1/week</li> <li>- Next steps (written or sticker) to be given 1/week</li> <li>- Children respond to all marking in blue pen</li> <li>- Children to self-assess using Learning objective and success criteria in every lesson</li> <li>- Teacher to assess against success criteria in every lesson</li> <li>- One piece of extended writing per half term to be analytically marked</li> </ul>
Science	<ul style="list-style-type: none"> <li>- 1 Greater depth sticker per group (see thinking skills) that all children access and respond to (either individual or group)</li> <li>- Individual work to be marked</li> </ul>
Foundation	<ul style="list-style-type: none"> <li>- Greater depth sticker per lesson (see thinking skills)</li> <li>- All worked marked</li> </ul>

Code	Meaning
Green pen	<ul style="list-style-type: none"> <li>- Used to identify incorrect answers</li> <li>- Used when children are required to respond</li> <li>- Modelling during helicopter marking</li> </ul>
Pink pen	<ul style="list-style-type: none"> <li>- Used to highlight positive elements of a child's work</li> <li>- Used when identifying correct answers</li> </ul>
Adult help (note the distinction from Verbal feedback)	<ul style="list-style-type: none"> <li>- Indicates work has not been done independently.</li> <li>- Completed as a whole group or with significant adult help</li> <li>- Stamp used at the point of intervention (ATPI)</li> </ul>
	
Spelling error <u>      </u> word Write correct spelling in margin.	<ul style="list-style-type: none"> <li>- This is child specific</li> <li>- Spellings should be picked up if a child is expected to spell it correctly</li> <li>- Not all spellings are expected to be corrected</li> <li>- Children are not expected to re-write the spellings</li> <li>- Where a number of children are consistently making similar errors, interventions or whole class teaching are expected</li> </ul>
Capital Letter <b>A</b> in margin	
Punctuation error <b>P</b> in margin	<ul style="list-style-type: none"> <li>- Mistaken punctuation mark to be put in margin</li> <li>- The marking will not identify the exact error</li> <li>- Children will be given time to find and correct errors</li> </ul>
Verbal Feedback <b>VF</b> (ATPI)	
	<ul style="list-style-type: none"> <li>- Used during a lesson when a child has been given feedback by an adult</li> <li>- Only to be used when green pen hasn't been applied</li> <li>- Used ATPI</li> </ul>