

LODGE FARM PRIMARY SCHOOL

Our Curriculum for All

Aim: ALL pupils will know more, remember more and be able to do more through a well-constructed; well-taught and well-reviewed curriculum.



<p>ALL Subject leaders will:</p> <ul style="list-style-type: none"> • Have a clear understanding of the start and end points in the subject (from EYFS to Y6). • Identify gaps due to COVID-19 and amend long term plans accordingly to ensure the curriculum is sequenced appropriately for pupils to be on track to meet end points. • Ensure teachers have effective provision mapping and scaffolding in place to enable SEND and Disadvantaged learners are able to access subject specific skills and understanding. • Ensure teachers CONSISTENTLY provide feedback to children verbally and, where appropriate, in writing. This may be done 1:1, small group or whole class. • Ensure teachers CONSISTENTLY use assessment sheets to record pupils' understanding which then informs next steps in planning and identifies pupils who need further consolidation, support or extension. • Ensure that teachers will provide a termly summative assessment for pupils working at, above or below ARE. • Identify gaps in teachers' subject knowledge and plan support to address this. • Produce termly evaluative reports to the SLT and Governing Body. 	<p>Teaching across the school and across the curriculum is effective</p> <p>ALL Teachers and Teaching Assistants will:</p> <p>Learning and Teaching Policy CONSISTENTLY applied</p> <p>Feedback and Marking Policy CONSISTENTLY applied <i>"Effective feedback at Lodge Farm will move a child's learning on in that moment and the moments to follow."</i> – OCT 2020</p> <p>Teachers and Support Staff will ensure CONSISTENTLY Good Quality First Teaching through:</p> <ul style="list-style-type: none"> • Each lesson having a clear endpoint and a clear sequence of learning to this end point • Ensure WALTs are age appropriate and the children understand them <p>Teachers will be able to articulate <i>Why are you teaching this? (Well-chosen content)</i> <i>Why are you teaching this now? (Well-sequenced)</i> <i>Why did you teach it like this?(Well-chosen learning task; well-matched to endpoint)</i> <i>How do you know what the children have learnt?</i></p> <p><i>Teachers will be able to identify gaps and misconceptions and address these with tenacity before the gaps become a cavern.</i></p> <ul style="list-style-type: none"> • Effective scaffolding is in place to enable SEND and Disadvantaged learners are able to access subject specific skills and understanding across the curriculum – provision maps • Assessment sheets accurately reflect pupils' understanding which then informs next steps in planning and identifies pupils who need further consolidation, support or extension. 	<p>Books, Pupil Voice and Lesson Visits will show:</p> <p>Learning and Teaching Policy consistently applied</p> <p>Feedback and Marking Policy consistently applied</p> <p>JULY 2022: A greater proportion of pupils in each year group are in line with ARE</p> <p>JULY 2022: A greater proportion of Disadvantaged Learners are in line with ARE</p> <p>Year group expectations of curriculum content.</p> <p>Pupils will be able to describe how their teacher explains the learning clearly and coherently to them.</p> <p>Pupils will be expected to respond to questions/discussion showing detailed knowledge of their learning</p> <p>That gaps are identified and adults' tenacious intervention to support the closing of these gaps.</p> <p>Pupils' gaps in knowledge and understanding will begin to close.</p> <p>Pupils will be able to articulate how all adults check their understanding and address misconceptions.</p> <p>SEND and Disadvantaged learners are able to access subject specific skills and understanding.</p> <p>Long term memory is being supported through providing children with opportunities to revisit and recap.</p>
--	---	--

	<ul style="list-style-type: none"> • Ensure that pupils with specific needs (who may or may not be Disadvantaged or SEND) are considered when planning. For example, a child who struggles with organisation will need support to clear their desk prior to starting a science experiment. • Ensure that challenging vocabulary is used and effective speaking, listening and reading is modelled in all subjects. 	
<p><u>The following Subjects are being developed across the year:</u></p> <p>English, Maths, PSHE using the same model as outlined below.</p>		
<p><u>IMPROVEMENT: AUTUMN TERM 2021</u> FOCUS SUBJECTS: SCIENCE, RE, DT AND GEOGRAPHY</p> <ul style="list-style-type: none"> • Ensure curriculum plans and intent have been reviewed with rigour – to support sequential and explicit learning and teaching • Ensure Subject Leads can articulate curriculum from Nursery to Year 6. – the day they start Lodge Farm to the day they leave. • How is the teaching of reading supported in their curriculum? • Links with other areas of the curriculum have been made • Identify gaps in teachers’ subject knowledge and plan support to address this. 	<p><u>IMPROVEMENT – all year</u> Following work with Sophie MacNeill (HfL Assessment Team) AfL developed</p> <ul style="list-style-type: none"> • through the introduction of: entry and exit “tickets” • quizzes to support long term memory – last week, last term, last year <p>Teachers are more aware of what the children have previously learnt <i>across the curriculum</i></p>	
<p><u>IMPROVEMENT: SPRING TERM 2022</u> FOCUS SUBJECTS: HISTORY, ART AND PE</p> <p>See Above</p>		

IMPROVEMENT: SUMMER TERM 2022

FOCUS SUBJECTS: MUSIC COMPUTING AND MFL

See Above

The Next Steps – 2022/2023

Firstly, through their work this year, Subject Leads will have individual Action Plans for their specific area of the curriculum.

The curriculum will be continually reviewed – by considering the demand on children’s cognitive load; the children’s gaps; local needs and what is useful for the children in terms of living in Stevenage. Does it connect in positive ways to the local culture that our young people bring to school?

With the large turnover of staff 2021 - 2022, we decided to have a maintenance plan to embed our practice across the school – in particular our consistent adherence to the key policies of Learning and Teaching and Feedback and Marking. Therefore next year, it will be important to develop more staff expertise across the curriculum through CPD which has historically been for English and Maths.

Prior Knowledge across the curriculum – this has been strong in English and Maths and through our work on INTENT in 2021, teachers’ understanding of individual subjects will have improved. We need to ensure that this level of understanding is developed across the curriculum – this is a challenge when there are 13 subjects in the primary curriculum.

With the increased CPD – as outlined above - and teacher expertise across the curriculum, staff will be supported to make more links. Children will then be able transfer knowledge and skills across the curriculum. Their detailed knowledge will show more joined up thinking across the curriculum not just within individual subjects.

Trips/experiences and visitors - develop a tighter and more robust purpose and rationale. “We are going on this trip in order for us to learn.....” How is each trip going to enhance our curriculum and enhance the teaching and learning and outcomes for our children?

It will be interesting to see how our work with the Assessment Team at HfL develops across the year and the next steps that come from that in terms of continuing to develop responsive teaching

