



# Tankersley St Peter's C of E Primary School

## Curriculum Policy 22-23

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# Our School Vision

***“Guide me in your truth and teach me,  
for you are God my Saviour and my hope is in you all day long.”***

***At Tankersley St Peter’s, we believe in developing a love of learning in a distinctive Christian environment. All children know that God is always with them and loves them unconditionally for who they are. We strive to play our part in building God’s Kingdom by achieving our God-given potential.***

Through this vision, we aspire to help all our children to:

- **Aim high and have self-belief**
- **Have community spirit**
- **Be enterprising**
- **Have enquiring minds**
- **Be respectful**

Our vision is to:

- **Love our learning.**
- **Know that God is with us, loves us and has a plan for us.**
- **Make the world a better place.**

We teach all our pupils that *‘they are God’s masterpiece’* (Ephesians 2:10). By **aiming high and having self-belief**, our pupils are encouraged to flourish and fulfil their God-given potential.

Our school aims to be a thriving community with shared values and aspirations. The Bible teaches us that *‘though we are many, we form one body.’* (Romans 12:5). We seek to develop a **spirit of community** in our school family and also to be outward looking as we embrace relationships with schools in other areas of the world. We ask *‘who is my neighbour?’* (Luke 10:29) and learn global answers, exploring the wider world around us.

Our pupils are **enterprising** individuals who think creatively and confidently embrace learning in different ways. Our pupils are taught that they *‘can do all things through Christ who gives them strength.’* (Philippians 4:13). We encourage all pupils, whatever



their background or belief, to stretch themselves spiritually, morally, intellectually, imaginatively and actively. (*Church of England Vision for education – Page 10*)

**Enquiry** was central to Jesus' life and teachings. For every question he answered simply, he asked a hundred. Our pupils encounter Christian faith in a spirit of enquiry. Jesus said *'ask and you will receive, seek and you will find. Knock and the door shall be opened to you.'* (Matthew 7:7). Our curriculum is centred around an enquiry based learning approach where we encourage Pupils to question the world around them.

At Tankersley St Peters, pupils are accepted in a spirit of grace. They are not judged. This is rooted in the understanding that we are all created in the image of God. We are loved and accepted by God for who we are. Pupils are taught to **respect** one another as individuals and *'love their neighbour as themselves'* (Luke 10:27) Tolerance is strongly encouraged and rewarded. Pupils are taught to accept differences, celebrate diversity and champion justice.

We have a strong link to our church, **St Peter's** and many church members are actively involved in school life. Our Pupils enjoy regular visits to St Peter's for key Christian festivals throughout the year.

Our school logo consists of a fish and a pair of crossed keys, both of which link to St Peter. The fish is a key symbol used to represent Christianity as the Greek word for fish is 'Icthus', which in Greek spells out 'Jesus Christ God's Son'. Peter was also a fisherman by trade and he was given the task by Jesus of *'fishing for people'* (Mark 1:17). The crossed keys are often referred to as the 'Keys of Heaven', given to Peter by Jesus. They also represent our desire to unlock the potential inside every one of our Pupils and enable them to thrive.

Each of our school aims is linked to an event from the Gospels or a story that Jesus taught. These are as follows:

- **Aiming High & Self-Belief** – *The Feeding of the Five Thousand* (Mark 6: 30-44)
- **Community Spirit** – *The Last Supper* (Matthew 26: 26-30)
- **Enterprise** – *The Parable of the Talents* (Matthew 25: 14-30)
- **Enquiry** – *The Sermon on the Mount* (Matthew 7: 7-8)
- **Respect** – *The Parable of the Good Samaritan* (Luke 10: 25-37)



# Our Curriculum Intent

At Tankersley St Peter's C of E Primary School, our Curriculum Intent is underpinned by our Christian Vision and our five core school aims as outlined above. We have a well-planned, knowledge rich and wide ranging curriculum offer across all subjects and an enriching extended curriculum. Our curriculum is carefully planned from the statutory elements of the National Curriculum and implemented using a **'Creative Curriculum' model** where lessons are carefully sequenced within a termly or half termly key themes. Our chosen curriculum themes are ambitious, inclusive and diverse in meeting the needs of all our pupils. **We ensure that every child fulfils their potential, regardless of background or personal circumstance.** Not all of our pupils have the same life experiences, so we immerse our pupils in a wide variety of learning opportunities.

From the early years, we are aware of the vocabulary and reading gap that some pupils have and endeavour to widen their exposure to new vocabulary and ability to read through the learning experiences planned. **Word conscious classrooms are a very strong part of our intent and high profile in the school day.** Our subject glossaries, Victor Vocabulary boards and book of big words help pupils to retain knowledge and answer questions about their learning. We encourage our pupils to have enquiring minds in all of their learning- so our curriculum is built around enquiry questions across most subjects. Pupils are encouraged to ask the *why* and *how* in any given situation.

Our curriculum Intent goes beyond the classroom. There are **a variety of rich experiences to enhance key knowledge and skills in learning.** We believe that childhood should be a happy and exciting time in every child's life where there are no barriers or limits to curiosity and there is a thirst for new experiences and knowledge both in and out of school. Each class has a carefully linked visit or visitor into school in every term of the academic year to build their knowledge and skills in the curriculum.

**All of our pupils learn to play a musical instrument** during their time in school and will get the opportunity to play at concerts and events both in and out of school. No child misses out. We **nurture and foster a sense of confidence and community** through our various annual school performances and a wide variety of sporting opportunities. Our pupils always shine at these events which link closely to the learning and creative curriculum in areas such as Music, RE and History. We **involve parents regularly in their child's learning** and undertake key projects which are carefully woven in to the curriculum offer. For example – reading breakfasts, maths mornings and community craft fairs. We run workshops regularly to help parents understand the curriculum.

Our learning environment reflects the breadth and balance of the curriculum. We follow our **'Subject in the Spotlight'** cycle in our Yearly plan to ensure all our subjects are celebrated. Our **'Sparkle and Share' assemblies** give pupils the opportunity to share learning in a specific curriculum area. Whole school learning displays are incorporated into the subject in the spotlight as part of our yearly planning overview.

Tankersley School is inclusive and our practices reflect this. We ensure our pupils show tolerance and respect towards other cultures and beliefs across all their learning in school. **All pupils have equal access to the curriculum and we are outward looking in our curriculum design.** We incorporate specific global links in our learning through the creative curriculum using elements from the 17 UN sustainable development goals. We have global guardians in school and engage in various projects linked to these.

Our pupils can talk about sustainable and global issues such as Fairtrade farming. Pupils have access to Picture News and this is incorporated into our homework through 'Picture News at home'.

If a child has a special educational need, we do all we can to meet the individual needs of that child. We operate inclusive practices in our teaching methods providing access to learning for each child at their level of need. **Pupils on the SEND register have school focused plans (SFPs) where clear targets are set for them.** These are reviewed collaboratively with the teacher, pupil, SENCO and parents.

To support with access to the curriculum, some pupils have additional resources to meet needs. For example, teachers provide coloured overlays for dyslexia, support cushions for ADHD (as advised by OT therapist, communication in print resources and fans.) Support staff provide appropriate interventions and kinesthetic learning experiences for pupils where appropriate such as Active phonics though and Indirect Dyslexia support. The school works very closely with the extended services team and buys in support from Speech and Language team, Educational Psychology service and BESST team. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCO.

### Behaviour and Attitudes and Personal Development – links to the curriculum

Pupils' self-worth and an understanding of the community that they live in and beyond is a very important part of our curriculum. Our pupils develop key life skills as citizens for the future and part of a globally diverse and sustainable world; they are supported to be the best they can be so they can thrive positively in an ever changing world.

Pupil voice is strong at Tankersley and pupils contribute regularly to school life and the wider community and beyond. **Pupil ambassadors** take a lead in areas such as Reading, Maths, Sport and Attendance. We also run a thriving job shop and **healthy tuck shop** where pupils take different responsibilities. We have an active **Pupil Council** who meet each half term to plan whole school events and to work on issues of importance to them. We also have a thriving **Worship Council** who lead on whole school collective worship and our distinctive Christian ethos. Tankersley also has a variety of clubs and opportunities for pupils to participate in and links to external organisations and partnerships.

We value Personal Health and Social education in our curriculum very highly and expect pupils to leave Tankersley with skills and knowledge to support them in life. Our pupils develop positively as individuals and know how to keep themselves physically and mentally healthy. We use the award winning 1Decision **scheme** and pupils take part in a dedicated PHSE lesson every Friday afternoon. This non-negotiable slot allows pupils the opportunity to learn age appropriate knowledge in areas such as nutrition, bullying, internet safety, personal hygiene etc. A series of interactive videos using real life situations and actors help pupils to make choices about issues in different topics and to identify with the learning. Pupils keep a PHSE portfolio throughout their primary school life at Tankersley of their PHSE/1 Decision work.

At Tankersley we promote **respect** as one of our key aims. We encourage our pupils to show this towards others at all times in what they say and do. We have clear systems for rewarding positive learning and behaviour:

**Elements team points** – these are given for all types of positive behaviour and learning in school. Each child is in one of 4 coloured 'elements' teams: Earth, Fire, Water or Air. A team trophy is awarded each week in Sparkle and Shine and the winning team for the year has their team colour engraved on the trophy.

**Christian attribute beads** – these are given alongside team points for when pupils show Christian attributes of Self-control, Patience, Kindness, Goodness and Gentleness.

**Traffic Lights and Class behaviour books** –used for recording incidents if a pupil is moved to the red traffic light on the behaviour system. (See policy for behaviour). Incidents are written in red pen and shared with parents via our school text system. Our behaviour policy encourages reconciliation and forgiveness for all parties whenever an incident occurs.

## Our Curriculum Implementation

At Tankersley St Peters C of E Primary school, we use the following whole school planning documents for our curriculum offer:

- **The long term overview** – maps out the ‘creative curriculum’ across the whole school for Years 1 – 6
- **The subject overview documents** – show progression in knowledge, skills and vocabulary across each subject area in school from Year 1 to Year 6
- **The year group overviews** - provide more detail for each year group teacher and include **topic webs** which show where learning links within a creative curriculum theme

*(Note - Please see EYFS section of this policy for planning in the early years.)*

Sitting under the key whole school planning documents above are our year group **medium term plans** and **weekly plans** for each subject:

### Planning sequences across subject areas

To support the planning of our curriculum, we use the following:

In English planning we use the following to support the weekly Writing, SPAG, Phonics and Reciprocal reading planning

- **Read Write Inc. Phonics scheme** to support the teaching of phonics, letters, phonemes and words including phonetically decodable books to develop fluency.
- **Read Write Inc. Spelling scheme** to support the teaching of Spelling rules
- **Read Write Inc. Handwriting materials** to support the teaching of handwriting – letter formation, relative size and fluency.
- **Reciprocal Reading strategies (using our Canine Pals)** to support fluency and reading comprehension skills.

In Mathematics, we use the **White Rose Small Steps Mastery scheme** to plan for learning across the year group objectives for mathematics. This is carefully sequenced to ensure that the pupils have a balanced curriculum offer across all objectives. Pupils do morning ‘Countdown Maths’ daily to help them to retain and use key concepts. ‘Same Day Intervention’ and ‘Maths Meetings’ are also built in daily to reinforce key concepts.

Our **sequenced medium term plans** for RE, Science, History, Geography, Art and Design Technology, ensures learning is current and appropriate for each cohort of learners in each year group. Key knowledge, enquiry based questions and tier 3 vocabulary are included. Each lesson builds on previous key knowledge, skills and vocabulary so pupils can make connections and remember previous learning.

For Religious Education we use the National Society **Understanding Christianity themes** and guidance to plan of work to teach Christianity (adopted by the Sheffield diocese) along with the **Barnsley Agreed Syllabus for other world religions**. The **Roots and Fruits themes** support half termly worship and our core Christian values.

Computing work is planned from the Year group **Purple Mash curriculum documents** and learning in coding is included in this. The Serial Mash element of Purple Mash is also used to support the reading curriculum.

For Modern Foreign Languages we use the **languages scheme** across KS2 and the lessons are sequenced from Years 3 – 6. These include interactive pronunciation slides to support the dialogue and vocabulary acquisition.

In Physical Education we use the **Val Sabin schemes** for Games, Gymnastics and Dance. Our PE curriculum is also supported by a strong sports partnership where pupils take part in weekly competitions.

In our dedicated PHSE weekly lessons we use the **1 Decision scheme** to support our teaching of the PSHE and SRE objectives. Pupils are encouraged to make choices using the activities and interactive age appropriate videos. **Picture News** also support development of British Values and globally linked themes.

Our pupils' immediate needs, current knowledge gaps, life experiences and cultural capital are always considered as part of planning from the above schemes and materials, so we cater for the learners in the class at that point in time. Our curriculum is designed to help pupils to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Pupils are immersed in a **creative curriculum** centred around themes which capture their imagination and secure retention of knowledge and key vocabulary. It is important to us that History and Geography, Art and Design Technology, Music, English and where appropriate Mathematics and Science are linked into the creative curriculum topic themes. *(So, for example, a history Romans topic could include scutum making in art, catapult construction in design and technology and catapult testing and measuring in maths and science.)* Our creative curriculum supports teaching of location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. It also provides further opportunities to learn about people and cultures. Carefully planned linked trips and visits support pupils' learning and to enhance the curriculum as part of our long term planning. Whilst there are connections between subjects, we also recognise specific learning, knowledge and skills within discrete subjects when applicable.

Our environment enhances pupils' learning and supports the intent of our carefully sequenced curriculum. This includes a strong emphasis on key vocabulary to support knowledge retention. We aim to build subject specific knowledge because this is key for pupils to retain the necessary information and make links.

## Collaborative Learning Strategies and Kinesthetic Learning

To implement quality learning and to aid retention of concepts, teachers cater for the range of learning styles. We use a variety of collaborative strategies so that pupils are excited, enthused and challenged. Pupils are never passive learners and teaching strategies used endeavor to create a no hands up classroom.

**Kagan structures** are used to promote collaborative and interactive learning to share ideas and thinking and strengthen outcomes for learning in all subjects. Posters of the key models are displayed in each class and around school. *E.g. Think, pair, share / Rally Robin / Quiz, Quiz, Trade.*

**Learning partners** allow pupils to talk and listen in pairs to share ideas or deepen key learning points.

Creative use of other drama and other collaborative strategies are encouraged to engage pupils in thinking and learning and to eradicate passivity. Teachers use the following strategies to support the delivery of the curriculum:

- Drama techniques
- Collaborative learning – learning partners /Kagan Structures
- Interactive media - IPADs and Computers– Use of creative APPs, modal media, film etc.
- Concrete and kinaesthetic resources
- Visitors and hooks into learning/artefacts

## Word Conscious Classrooms – Vocabulary

Our teaching approaches and classroom environments promote **word conscious classrooms** and capitalise on **building pupils' vocabulary across all subjects**. We want pupils to leave us as articulate individuals ready to tackle the next phase of their education. We have various whole school approaches to ensure that pupils acquire key vocabulary in all subjects to support knowledge acquisition:

We use the Canine Pal 'Victor Vocabulary' to make pupils aware of the importance of words and their meanings. In KS2, pupils collect words on their 'Victor Vocabulary' bookmarks whilst reading for pleasure and then we help them to find the definitions of these words.

We collect words throughout the week in each year group and display them on our class Victor Vocabulary board (which links to our reciprocal reading Canine Pal – Victor Vocab.) In EYFS and KS1, the words are also written in 'Our Giant Book of Gargantuan Words'. In KS2, the children individually record these words in their 'Little Book of Big Words' and 'Subject Glossaries.'

We have 'Subject Glossaries' that contain subject specific Tier 3 vocabulary that we want pupils to know and remember. This supports them with their understanding, application and spelling of new vocabulary. In Y4, 5 and 6, the children have individual glossaries and in EYFS, KS1 and Y3, we have a whole class large glossary.



When speaking to our children we aim to use a rich and varied vocabulary. We believe it is very important to use correct words, terminology and phrasing to support children's' understanding of vocabulary and grammar.

## Standards in books

We aim to achieve the highest standard of work in books and promote consistency of approach with our pupils:

**PROUD Posters** are displayed in each class and teachers ensure that pupils adhere to these in their books. The acronym PROUD reminds Pupils how to set out work. Strategies for good presentation and handwriting are encouraged - *BBC-bottom back chair, Spare hand on work and Feed the dinosaur to hold your pencil*

**Handwriting** is taught daily using the Read Write Inc. handwriting scheme to promote the highest standards. Pupils learn letter formation and relative size. (the boat, water and sunshine templates are used to support relative size, ascenders and descenders.) To support joining of certain letter we use the washing line and arm joins to teach this. Letter names and formation are also linked to our Read Write Inc. phonics scheme, so our youngest pupils learn to link the formation of the letter to the phoneme and letter names.

Pupils are awarded a pen license in school when they are using fluent joined writing. Quality handwritten work is celebrated in our Sparkle and Shine assembly.

**Modelled handwriting on displays** - School displays promote handwritten models of quality handwriting (in gold pen on a black background) along with pupils writing.

## Learning walls and environment

All our classrooms have **interactive learning walls** and spaces for English and Mathematics. These are **backed in milskin paper using the school's agreed colours – pale blue for Maths and pale yellow for English along with the agreed borders**. Learning should be changed very frequently to support knowledge and understanding. Pupils know to look at these spaces as they move from year to year across school.

**Learning walls are used as teaching aids to help and support pupils to retain key knowledge and skills.** They should always remain current to the learning, interactive and pupil friendly. Learning walls help to promote active learning and aid retention of key knowledge and concepts. Learning aids can be put up which are handwritten and instant – including models, 'how to' notes, mind maps, pupils' work, interactive questions etc.

## Homework

All pupils are expected to complete homework which is set weekly by the class teacher. This includes: **Daily home reading** -Pupils in the early years and lower KS1 have phonetically decodable books and older pupils have an age appropriate reading book.

**Weekly spellings from the RWI spelling scheme** are sent home in the pupil's RWI spelling journal every week.

**Comprehension questions** – which are linked to reciprocal reading.

**Online - *My Maths*** homework - Pupils are also encouraged to visit ***TT Rock Stars*** to improve times table recall

## Subject Information

This part of the policy gives more detailed information about each subject in our curriculum and how this is implemented.

### English

Our English lessons develop pupils' spoken language, reading, writing, spelling, grammar, punctuation and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. Just for the love of reading! Pupils learn to write in innovative ways and for a purpose and audience.

**Reading** – Reading is a subject we value highly at Tankersley St Peters. We are tenacious in ensuring every child can read by the time they enter KS2. We use the ***Read Write Inc Phonics scheme*** and screen pupils every 6-8 weeks to ensure they are at the correct place in their phonetic knowledge acquisition. Phonic awareness helps the development of reading as pupils learn to segment and blend sounds. Phonetically decodable books are used daily and also taken home so pupils' can practise sounds at home. Reading leaders regularly screen pupils from an early age so no child slips through the net. All staff are seen as 'reading leaders' and attend coaching and mentoring sessions to support the teaching of phonics.

***Reciprocal reading and comprehension sessions are taught through our Canine Pals.*** Pupils learn how to understand texts and answer a range of comprehension questions through the roles of each canine pal - Victor Vocabulary, Iggy Inference, Pip Predictor, Suki Sequencer, Rex Retriever and Sheba Summariser. In KS2, Arlo the Author and Cassie Commentator canine pals are introduced. Pupils become increasingly independent in these skills as their confidence in reading develops. A wide range of texts and reading materials are used - poetry, fiction and non-fiction texts. These comprehensions skills are also practised at home.

Parents are given clear expectations about reading at home. Each pupil has a bespoke phase ***home reading diary***. This contains key elements of our reading scheme to support parents in helping their child to learn to read. Workshops in reading are organised regularly in school to upskill parents in helping their child to be a reader. Pupils are encouraged to read at home and ***reading tokens are given out in daily group reading sessions to pupils who have read at home at least 3 times that week.*** A weekly reading raffle takes place in Sparkle and Shine assembly each week.

A ***class reading record*** is used by the class teacher to document those children who have read 3 or more times at home by checking their home/school reading diary. A tick is placed in the right hand column under each week's date. At the end of the half term, parents of children who have not received a token for less than 50% of the duration of the half term are contacted to discuss supporting their

child's reading at home. When children are heard read the left hand column is ticked under each week's date. In KS1 this might be ticked more than once.

Reading areas in the classroom are inviting and lively with space for the pupils to sit and read. Pupils visit their class and school libraries regularly to change their books. The annual pupil council reading corner competition helps to promote lively reading spaces and to keep these fresh and exciting as well as in tune with what pupils enjoy reading.

**Writing** – We give our pupils many opportunities to write for different audiences and purposes and encourage pupils to see themselves as authors. To support pupils in moving towards independent writing we provide a wide range of writing stimuli including the use of **quality 'age appropriate' texts** as well as film and imagery.

We recognise the importance of **quality handwritten models for writing** so pupils can learn to deconstruct a text – plenty of opportunities for modelled, shared and guided writing are built in **Emphasis is placed on all elements of spelling, punctuation and grammar in context of a piece of writing**. Grammar is always practiced in context - it is never just a stand-alone activity.

We use **drama techniques** to encourage pupils to express their ideas and to develop sophisticated vocabulary. We provide **opportunities for pupils' writing to link to subjects in our creative curriculum** to improve knowledge and understanding in context.

Extended writing is key to ensure our pupils have the opportunity to apply learned spellings, punctuation and grammar skills. Therefore, each year group will do this at least fortnightly, depending on the sequence of learning. **Highlighters are used to identify aspects of SPAG** and for pupils to deepen their knowledge and understanding.

Follow up from the extended writing sessions are built in after each extended writing session for pupils to improve and edit their work – e.g. through **mystery author /grammar detectives**.

Writing is assessed using our **Writing Standards – Year group grids (Y2 and Y6 use end of Key Stage standards)** to ascertain where the child is in their writing and to identify next steps for pupils in each year group.

**Spelling** - Daily spellings lessons are carried out following the progressive **Read Write Inc Spelling scheme**. Pupils have a weekly spelling test and take home their spelling log books to practice their spellings. Read Write Inc spelling is for pupils in Years 2 to 6 who can read accurately, with increasing speed. With 15 minutes of daily teaching, pupils develop the ability to apply specific spelling rules to a variety of spellings. Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops pupils' knowledge of word families, how prefixes and suffixes affect root words, and provides mnemonics to remember the trickiest spellings. The teaching revolves around instruction (with the help of online alien characters), partner and group practice, and competitive group challenges that help pupils commit new words to memory.

**Handwriting** – We believe the teaching of handwriting is central to achieving high standards in all work and therefore handwriting is taught frequently throughout the week across KS1 and KS2 following the teaching of phonics and reading using the **Read Write Inc. Handwriting** materials. Pupils are taught initial letter formation then relative size before moving on to 'arm' and 'washing line' joins and fluency within the scheme across KS1 and KS2.

**Drama** - Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self- esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and other drama techniques are used in lessons to aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as the

Pupils develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are many opportunities for our pupils to perform as they progress through the school and this is a strength of our curriculum.

## Mathematics

At Tankersley St Peter's, our vision for mathematics ensures every pupil is taught a broad, balanced, engaging and relevant curriculum that takes into account the requirements of the National Curriculum. Our mastery approach curriculum ensures that every child can achieve excellence in mathematics, fosters positive and confident attitudes and develops a 'can do' attitude in our children. Using a wide range of models, visual manipulatives and practical resources, we develop a deep conceptual understanding alongside procedural fluency.

Using the White Rose Maths Hub documents, our teachers ensure that mathematics is taught progressively and builds on prior learning, using year group concepts and objectives. We have sequenced our curriculum to build children's depth of understanding when teaching each mathematical skill and our children are given many opportunities to consolidate prior knowledge.

### **INTENT**

**We believe that all our children should have:**

- A deep understanding of maths and number.
- A positive and resilient attitude towards mathematics.
- Competence and confidence in mathematical knowledge, concepts and skills.
- An ability to solve problems, to reason, to think logically and to work systematically and accurately.
- A range of learning strategies: working both collaboratively and independently.
- Fluency in mathematics where our children can express ideas confidently and talk about the subject using mathematical language.
- An understanding of the importance of mathematics in everyday life.

**Our maths curriculum aims to ensure that all our children:**

- Become fluent in the fundamentals of mathematics through placing number at the heart of our curriculum with daily practice to ensure fluency of number facts
- Reason mathematically through ensuring discussion plays a vital role in all lessons; children are actively encouraged to discuss with peers and teachers, 'how and why' using mathematical language.
- Can solve problems by ensuring problem solving is embedded in lessons and variation of questions are used to enable children to apply their knowledge to different situations.
- Are challenged, which is built into lessons for children who grasp concepts rapidly through sophisticated problems.
- Can attend same day intervention, which is provided for children who are not sufficiently fluent to consolidate their understanding.



## **IMPLEMENTATION**

- Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6.
- In school, we follow the National Curriculum and use White Rose Small Steps as a guide to support teachers with coverage, progression planning and assessment.
- To ensure there are planned opportunities for children to revisit their learning in Countdown Maths and Maths Meetings. This allows for a greater depth of understanding and supports our commitment of a mastery approach.

Activities cover a wide range of mathematical knowledge, many with an emphasis on practical work and applying skills. Each sequence is taught using small steps with many opportunities given for Concrete, Pictorial (including bar model) and Abstract approaches, and variation through question types: Fluency, Reasoning and Problem Solving. We build on skills and understanding in a progressive way, where mathematical connections are also made to other themes.

Maths Meetings take place daily to deepen fluency. Questions are planned carefully to ensure depth of understanding. *Same day Maths Interventions* take place to help pupils to practice tricky concepts, deepen understanding and post teach mathematical gaps- keep up, not catch up!

Our children are encouraged to be confident in maths and to apply the skills that they learn to problem solving and reasoning using the motto... *use what you know to find out what you don't*.

Children are given many opportunities as possible to explain their learning- verbally, pictorially and written. Our children are expected to answer questions in a complete sentence to develop depth of understanding and reinforce key vocabulary.

Children are expected to be fluent in all times tables and number bonds/relationships by the end of year 4; they can practice their times tables at home on the interactive TT Rock Stars website.

Countdown Maths aids retention in key mathematical concepts. Pupils complete a maximum of 10 maths questions on the board first thing each morning. These are pitched using age related objectives and include at least one of each of the four operations + -  $\times$   $\div$  tables and also fluency, word type problems and reasoning. Questions are completed promptly and marked together as a class (with some questions picked out for clarification /misconceptions).

## **IMPACT**

- Children demonstrate a deep understanding of maths. This includes the recollection of the times tables.
- Children display a positive and resilient attitude towards mathematics.
- Children show confidence in believing that they will achieve.
- Each child achieves objectives (expected standard) for their year group.
- The chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems.

## Science

Science is usually taught as a sequence of separate lessons but is also linked to our creative curriculum topic work where appropriate. **Key scientific vocabulary** is reinforced in each lesson and knowledge is built upon. Pupils are encouraged to work scientifically and carry out simple tests and experiments using equipment to gather and record data. Pupils learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space. Termly trips enhance the delivery of our science curriculum such as visits to Eureka, Twycross Zoo, The National Space Centre and Magna. We also have dedicated science themed enhancements as part of our subject in the spotlight work.

## Religious Education

As a Voluntary Aided Anglican Church school, we follow the **Understanding Christianity Scheme** to teach Christianity. (National society/ teachers received key training from the Sheffield Diocese.) Pupils have opportunities to explore Bible stories and texts, think about lessons people learn from the Bible and making connections to their own experiences. For World Religions we use the **Agreed Syllabus for Religious Education for Barnsley**. Pupils learn about the Islamic Faith, Jewish Faith, and Hindu Faith and have the opportunity to visit places of worship as part of this learning.

Our RE teaching promotes the spiritual, moral, social and cultural development of our pupils. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values.

Regular collective worship with our Canon of St Peters supports a deeper understanding of the liturgical year and Bible stories. Pupils have the opportunity to visit many different places of worship and we have close links with the Church community for Harvest, Christmas, Easter and the Year 6 Goodbye Service

## Computing

We have discreet timetabled lessons for the development of Computing but our approach is also to integrate this into the creative curriculum: the use of iPad are part of our learning tools as well as our class 'Alexa' devices to improve vocabulary and research. We use **Purple Mash** to support planning, teaching and learning, including Coding, across all year groups. This is a creative educational website for pupils and a cross-curricular resource covering most subjects such as Science, Art, History and Geography. As well as using it in school, pupils can access Purple Mash from home. TT Rock stars is a well embedded platform to support the learning of times tables both at home and at school. Online Safety is a strong part of the learning in computing and pupils learn how to look after themselves in a virtual world and identify where to go for help and support when they have concerns. This also links to our 1Decision PHSE curriculum on computer safety.

## Art and Design

Art and Design are planned as a vehicle for enhancing our creative curriculum. However the planning and teaching does build on the key skills in Art and Design - across drawing, painting, 3D sculpture, textiles, collage and digital media. Our Art subject in the spotlight supports the study of different artists and showcases pupils' work across the different Art domains. Pupils have the opportunity to work with artists in residence and collaborate on projects with them. We promote the development of art, craft and design in our after school clubs.

## Design Technology

Our Design Technology lessons are linked to the creative curriculum and encourage designing, making and evaluating. Our pupils learn to select from and use a wide range of materials and tools, including construction materials, textiles and ingredients. Cooking and nutrition are integrated into our curriculum.

## Music

Music lessons in school are discreet and also linked to our creative curriculum topic work. Pupils have a weekly music lesson with a skilled music teacher and learning is progressive.

In our music lessons, pupils learn the technical aspects of music as well as how to play a variety of instruments. Pupils use their voices/bodies expressively for areas such as rhythm, pitch and percussion and creatively by singing songs and chanting rhymes. Pupils learn the vocabulary of music to support knowledge and enhance performance. Music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. We encourage listening to a wide range of music, including the works of great composers and musicians, with concentration and understanding. Our pupils learn a brass instrument in Year 5 and a number of pupils have additional music lessons learning to play other instruments. Pupils are encouraged to play together and perform at concerts both in and out of school. Assemblies and historical topics provide an opportunity to practise singing songs linked to knowledge and learning. We have a successful school choir who perform in school and within the local community.

## Physical Education

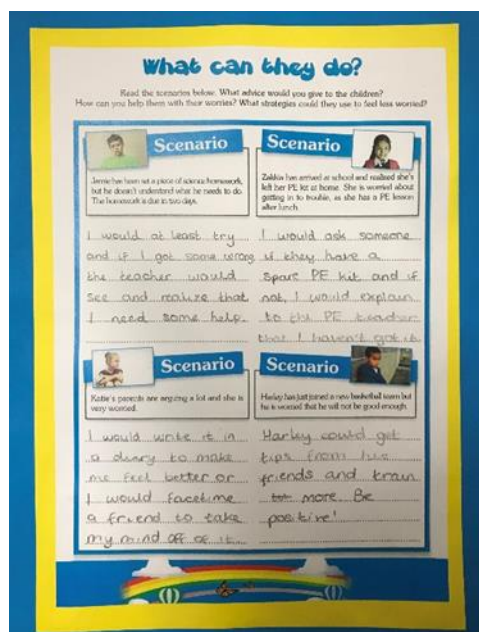
PE is delivered by a Specialist Sports lead using the **Val Sabin Schemes** of work for Games, Gymnastics and Dance. We also practise athletics skills and outdoor adventure skills as part of the curriculum. Pupils focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games

and to develop simple tactics for being an effective team member. All of our pupils will engage in lessons inside and outside school, involving visits to other facilities as part of our local schools sports partnership. We ensure wider participation in the community by involvement in interschool sports and tournaments, local authority and wider competitions. Sporting achievements are celebrated in our annual Sports Day. Swimming is introduced to the timetable from Key Stage 2.



## Personal Social and Health Education (SRE)

At Tankersley St Peters, we are committed to ensuring that Personal Social and Health education (including Sex and Relationships education) is taught weekly in a dedicated lesson. We use the **1Decision scheme** to ensure that all areas are taught effectively and progressively. This programme is made up of a series of well-planned themes and sequences of learning, covering essential areas such as mental health, first aid, relationships, sex education and other themes that pupils need to thrive as individuals, family members and members of a wider society. Interactive 'real life' scenarios are incorporated in videos where children have to make decisions about how they might react to and address different situations. This innovative programme prepares our pupils for the challenges and responsibilities they will face growing up in such rapidly changing times. For example, staying safe online, peer pressure and other key areas for young people are covered in detail. In our PHSE and SRE programmes, we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We run workshops for parents and have consulted with them to ensure they are fully informed of what their child will learn.





## Modern Foreign Language - French

We follow the *ilanguages scheme* of work for MFL in French. The year group specific plans with objectives help us to support good sequences of learning and progression. There is a strong phonics focus and support for non-specialists speakers with sound files and video clips to aid pronunciation. Lessons involve our Kagan co-operative learning methodology to enhance interaction and progress.

## History

In our History teaching we stimulate the children's interest and understanding about the life of people who lived in the past and the knowledge about key facts in history and time periods. Using an enquiry approach, children are encouraged to ask questions and develop a sense of chronology. The children will learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they become respectful citizens. Through regular retrieval practice, children retain knowledge from current and previous learning.

## Geography

Geography develops pupils' understanding of the world in which they live through the study of place, space and environment. Whilst geography provides a basis for pupils to understand their role within the world, by exploring locality and how people fit into a global structure, the subject also encourages children to learn through experience, particularly through practical and fieldwork activities. Through the teaching of geography, Tankersley St Peter's Primary School aims to:

- Increase pupils' awareness, knowledge and understanding of other cultures.
- Develop pupils' graphic skills, including how to use, draw and interpret maps.
- Make pupils aware of environmental problems at a local, regional and global level.
- Encourage pupils to commit to sustainable development.
- Develop a variety of skills, including those in relation to problem-solving and presenting conclusions in the most appropriate way.



# IMPACT

## Assessment and feedback - monitoring the impact of teaching, learning and the curriculum

The main purpose of feedback and assessment in our school is to help teachers and pupils in the next steps in learning. Feedback should always have impact on the pupil and assessments are not just a data exercise – they are purposeful and useful. It is the ‘so what?’ that matters in all our assessment practices. Pupils are also involved in assessment of their own learning both formatively and summatively.

### Feedback on Learning

At Tankersley, we believe that feedback to pupils is key; it celebrates work and informs our children as to what they need to do next in order to improve. Pupils are given verbal feedback on their work whenever possible in a direct way. Usually, this will happen when the pupils are working during the lesson as this can have the best impact. We also give feedback in other ways as follows (see marking policy for detail).

**Teacher and pupil feedback** – In English teacher and pupil will often assess against each element of the objective in the success outcomes as a part of the lesson using a tick. The focus in Maths incorporates a learning line so that the teacher is clear how much progress the pupil feels that they have made in the sequence of work.

**Teacher feedback (Blue pen)** teacher will give feedback which is succinct, short and clear relating to the lesson objective.

**Pupil Polishing -responding to teacher feedback (Green pen)** - pupils respond to a target given by the teacher either verbally or written. Pupils address misconceptions and next steps using green pen (time should be given for this to allow for consolidation and progress).

**Pupil Peer and self-assessment (Red pen)** – pupils peer assess and self-assess against their learning objective using red pen. (Pencil in KS1.)

**Same Day Intervention (Purple pen KS2)** - where a pupil works 1:1 or in a small group with a teacher for post teaching to re learn and address misconceptions.

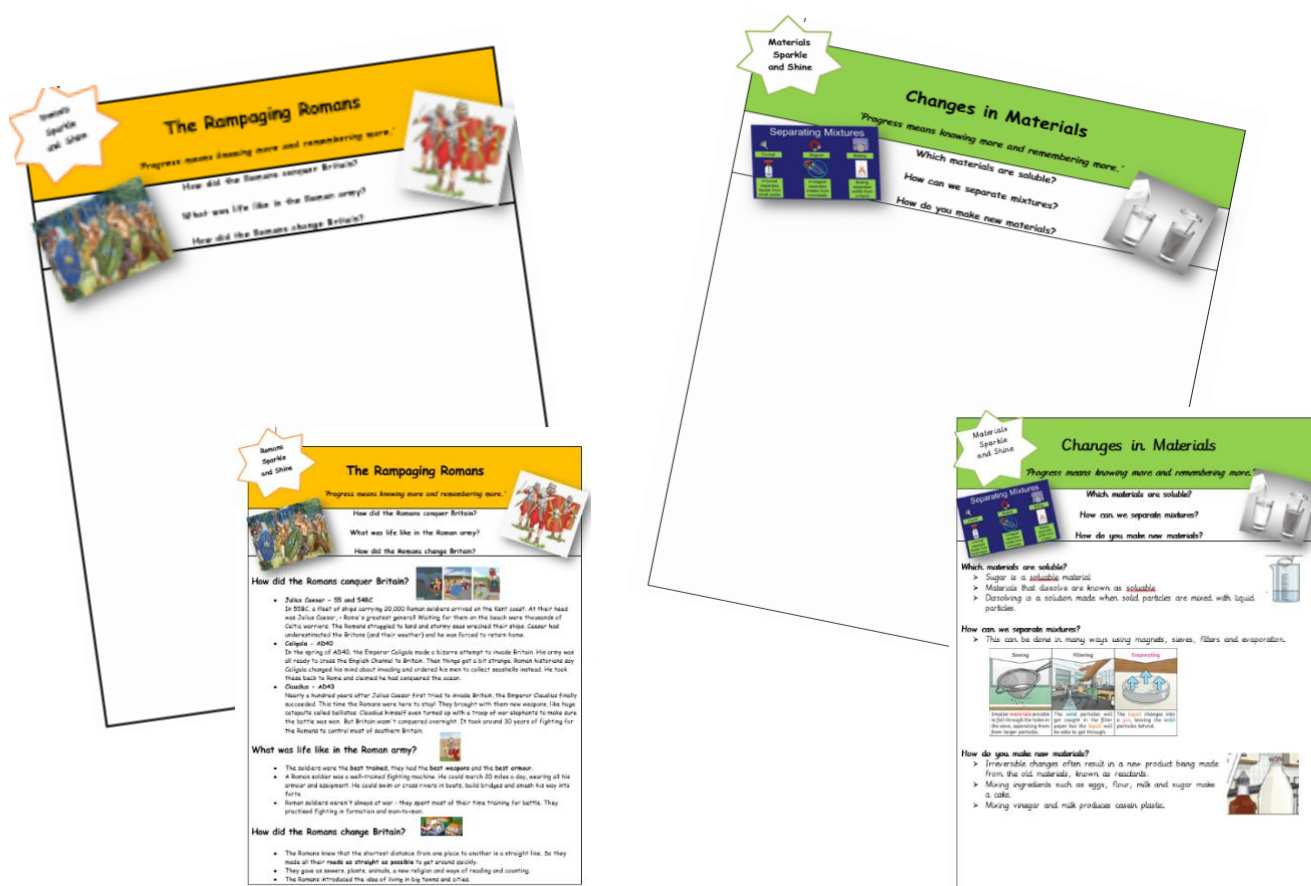
**We give opportunities for pupils to review and explain their learning:**

- Explaining and reasoning boxes in maths books are used so that pupils can demonstrate their depth of understanding around mathematical concepts. Our pupils can explain their learning more articulately and retain key knowledge.

Age related learning jigsaws in Reading, Writing, SPAG and Maths also support awareness of their learning objectives and learning journey throughout the year for parents. These subject jigsaws are in the home learning journals.

## Knowledge books, Vocabulary Glossaries and Pupil Sparkle Reviews

At Tankersley, our pupils reflect on their learning across the curriculum and showcase the progress they have made. In Y4, 5 and 6 we use our end of sequence 'Sparkle and Shine' sheets to demonstrate our depth of knowledge and understanding. Pupils are encouraged to sparkle and shine with their knowledge about the topics they have studied along with reflection using the key vocabulary learned from their glossaries. This supports retention of important knowledge and also helps teachers to assess the impact and to close gaps in knowledge where appropriate.



## Summative assessments to support gaps and planning

We assess pupils across all subjects. In Maths and English (Reading and SPAG) using the National Curriculum objectives and the Cornerstones summative assessment tests as well as the White Rose Maths Mastery tests. These summative tests are used to give teachers a picture of how well the pupils in the year group have performed to support in informing next steps. Evidence from gap analysis of these tests, observations, records of work and discussions with the pupils are then used to inform where pupils are and their next steps.

Standards for Writing are moderated termly by year group teachers in school. We also engage in moderation exercises with other colleagues in other schools.

Pre- Key Stage standards are used to assess pupils who are working on statements and outcomes which are below age related expectations.

## Sample Writing grid:-

Writing Moderation				Name				
Working at the expected standard								
Text type and date								
The pupil can:								
write effectively for a range of <b>purposes and audiences</b> , selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)								
in narratives, describe <b>settings, characters and atmosphere</b>								
<b>integrate dialogue</b> to convey character and advance the action								
select <b>vocabulary and grammatical structures</b> that reflect what the writing requires, doing this mostly appropriately (e.g. using <b>contracted forms</b> in dialogues in narrative; using <b>passive verbs</b> to affect how information is presented; using <b>modal verbs</b> to suggest <i>degrees of possibility</i> )								

## Sample Cornerstones summative tests for Reading, SPAG:-

Which **punctuation mark** should be used in the place indicated by the arrow?

"Are we nearly there yet" the children asked excitedly from the  
back of the car.

full stop ☐

comma ☐

question mark ☐

exclamation mark ☐

The plan was **straightforward**.

Which word is the closest in meaning to *straightforward*?

Tick one.

uncomplicated ☐

complex ☐

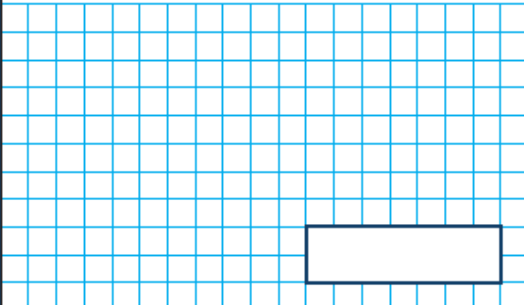
intelligent ☐

inspiring ☐



## Maths White Rose Assessment –sample

16  $3\frac{3}{4} + 2\frac{3}{8} =$



1 mark

Louisa uses these digit cards to complete a calculation.



Her answer is a multiple of 3 but not a multiple of 6

Complete Louisa's calculation.



What is the answer to Louisa's calculation?

## Gap analysis

Outcomes from assessments are used to analyse attainment and progress for our pupils. Gap analysis reports from termly summative assessment tests are used to help teachers to make informed and professional decisions about gaps in learning and to tailor teaching to meet the needs of all the pupils in their classes.

Sample Gap analysis grid:-

Arithmetic		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
Maximum Mark		1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1
Average Mark		0.96	0.88	1.00	0.88	1.00	0.54	1.00	0.50	0.84	0.96	0.73	1.58	0.38	0.35	0.96	0.65	1.35	0.35
Number of Students with question correct		25	23	26	23	26	14	26	13	21	25	19	19	10	9	25	17	14	9
% of Students with question correct		96	88	100	88	100	54	100	50	81	96	73	73	38	35	96	65	54	35
Reasoning		Q1(a)	Q1(b)	Q2	Q3	Q4	Q5	Q6	Q7	Q8(a)	Q8(b)	Q9(a)	Q9(b)	Q9(c)	Q10(a)	Q10(b)	Q11(a)	Q11(b)	Q12
Maximum Mark		1	1	2	1	1	2	2	2	1	1	1	1	1	1	1	1	1	2
Average Mark		0.96	0.96	1.85	0.85	0.88	1.85	1.35	1.08	0.62	0.69	0.77	0.81	0.58	0.77	0.88	0.81	0.58	0.73
Number of Students with question correct		25	25	23	22	23	22	12	7	16	18	20	21	15	20	23	21	15	6
% of Students with question correct		96	96	88	85	88	85	46	27	62	69	77	81	58	77	88	81	58	23

Question number	Question focus	Programme of study year	Marks available	Question number	Percent achieving full marks
15	identification of main and subordinate clauses	Y3	1	15	25%
		Total Y3	7		48%
16	understanding the use of commas after fronted adverbials	Y4	1	16	50%
17	standard verb forms (e.g. I did/I done, We were/was, He was/were isn't/ain't)	Y4	1	17	93%
18	understanding the use of commas after fronted adverbials	Y4	1	18	75%
19	use of possessive pronouns and knowledge of the term	Y4	1	19	43%
20	use of possessive pronouns and knowledge of the term	Y4	1	20	57%
21	use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel	Y4	1	21	79%
22	use of determiners and knowledge of the term	Y4	1	22	11%
23	cohesion appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Y4	1	23	14%
24	identification of the pronoun and knowledge of the term	Y4	1	24	11%
		Total Y4	9		48%

Other subjects

Assessment grids are kept for all other subjects and children are assessed against the key performance indicators. Each pupil is deemed working towards, working at the expected standard or working within the greater depth standard in the statements by the end of the year for each subject. This information is collated using OTRACK.

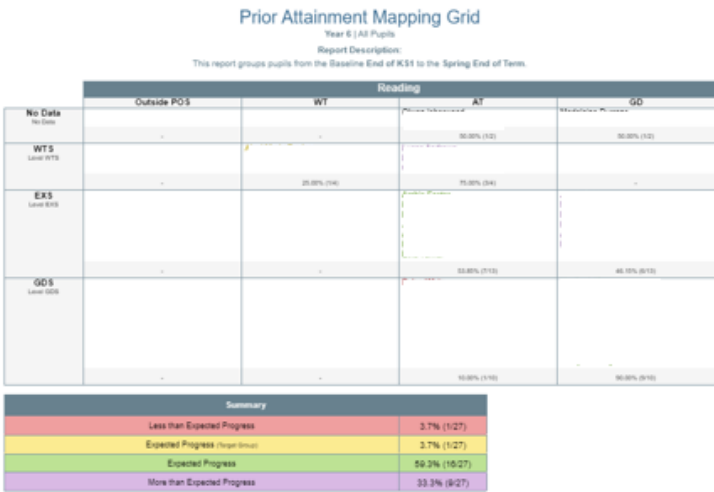
Sample assessment grid:-

Class 2   Spring End of T...   Great Fire of Londo...   POS 2   Saved

	POS 2 KPI I can explain what London was like in 1666.	POS 2 KPI I can sequence the main events of the Fire of London.	POS 2 KPI I understand why the fire spread so quickly
J			
!			
!			
!			
ead			
!			
!			
!			

**Pupil Achievement Meetings** - take place every term with the head teacher. The teacher from each class formally analyses the data and produces a simple year group matrices for Reading, Writing, SPaG and Maths to ensure that all pupils (including those in significant groups such disadvantaged, EAL, vulnerable, SEND or more able) at Tankersley are making appropriate progress and to identify any pupils for specific interventions.

Sample Maths, Reading, Writing and SPaG assessment grids:



## Subject in the Spotlight

The subjects, in our Creative Curriculum, are monitored and evaluated over a two year, rolling programme. Each subject has an opportunity to be a focus in the spotlight.

**Subject – Support and Impact timetable– 2 Year Subject Rolling Programme –** *This timetable is to be used in conjunction with Monitoring Cycle and Yearly plan to support quality of learning and subject leadership.*

	2020/21						2021/22					
	1-6wk	1-6wk	1-6wk	1-6wk	1-6wk	1-6wk	1-6wk	1-6wk	1-6wk	1-6wk	1-6wk	1-6wk
English – Writing/SPAG	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Paired Enquiry	Book Enquiry	Paired enquiry	Corridor display	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry
Reading	Paired enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Paired Enquiry
Maths	Book Enquiry	Book Enquiry	Paired Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Book Enquiry	Paired enquiry	Book Enquiry	Book Enquiry	Book Enquiry
Science	Subject Leader DD											
Computing				Subject Leader DD								
P.E.					Subject Leader DD							
Geography	Corridor display		Subject Leader DD									Corridor display
History		Subject Leader DD										
Religious Education					Corridor display	Subject Leader DD						
Art and Design							Subject Leader DD					
Design Technology									Subject Leader DD			
Music								Subject Leader DD				
French											Subject Leader DD	
PSHE										Subject Leader DD		

There is planned time for subject deep dives in each subject by the Leadership team and Subject Lead. The Creative Curriculum is documented mainly in our 'Creative Curriculum Books'. We have a common subject or theme for the corridor display boards each term linked to whichever subject is in the spotlight. Over a two year, rolling programme, each subject has an opportunity to be a focus in the spotlight for display.

The subject lead can use the displays and books as an assessment tool, to monitor progress and coverage within the subject. When the display is changed, ready for the next terms spotlight display, photos of the displays and/or the work from the display is added into the relevant subject portfolios.



## PE and Sports passports

All the Pupils have a PE passport which they take with them through their time in school.



Pupils have the opportunity to fill in their passport once a term, reflecting on a PE lesson, competition, trip or school club. The writing is linked with a photograph or a drawing. It is not only a piece of evidence but also a memory book to keep when they leave school to encourage them to enjoy a healthy and active lifestyle.

## Computing passports

Pupils keep examples of computing work in a book which they take with them through school to showcase examples of work they have done in areas such as coding and programming as well as other computing work. Purple Mash Folders for each pupil in each class are set up on the network so they can be passed up year on year.

## Monitoring of the Curriculum and learning

The Head teacher and Senior Leaders have the responsibility for the leadership of the curriculum and delegate responsibility to key staff:

- The Senior Leadership Team co-ordinate the work of the subject leaders through the school Developing Excellence Plan (DEP) and ensure that the curriculum has progression and appropriate coverage. Half termly SLT action planning and weekly meetings support development and monitoring of the curriculum.
- The head teacher and senior leadership team ensure that achievement – attainment and progress in each subject is tracked and that there is appropriate challenge, support and intervention.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report which includes end of year evaluations of action plans.
- Teachers make amendments to planning in order to optimise learning opportunities when they arise and to cater for all learners in the class at that time. Teaching staff are encouraged to enthuse the pupils and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. Pupils' achievements are celebrated regularly in the school through displays in classrooms and shared



areas and in school worship where pupils are encouraged to share their knowledge with the rest of the school.

The Head teacher, Senior Leaders and Subject Leaders are responsible for overseeing the quality of the curriculum and this is monitored well through: -

- Formal lesson observations - SLT
- Peer enquiries to improve and share good practice.
- Monitoring planning to ensure curriculum and key skills coverage.
- Carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised.
- Learning walks throughout school.
- Professional development of staff.
- Regular reviews of the curriculum through pupil discussion and open dialogue.
- Making changes to curriculum where necessary.
- Reviewing and monitoring subject action plans.
- Speaking with the pupils about their learning – pupil questionnaires.
- Sending out curriculum information to parents in a newsletter or on the school website.
- Staff coaching.

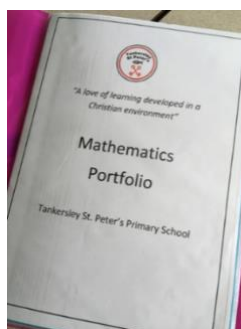
## Subject Lead work

**Subject Action Plans** are written by subject leads over the 2-year subject in the spotlight cycle and are evaluated termly. Subject portfolios are continuously updated to show examples of work and progression across the subject in school. The portfolios show examples of work in the subject from each year group as well as progression across different aspects of the curriculum. Staff refer to the portfolios as well as pupils' books for continuity and coverage. This helps the subject leader to identify any gaps within the curriculum and learning across each year group.

Outcomes from subject assessments are collated on OTRACK. From this, each subject leader evaluates and adds to their subject action plan. This helps to identify any trends such as which year groups, which aspects of the subject are successful and which need to improve. This information is then fed back to the staff. (For example, in Science, one of the findings may be that there needs to be more investigation in Physical Processes.)

The Subject Action Plan is used to feed back into the school improvement plan for the following year. The leadership team identify which subjects or aspects of subjects should be developed and when within the 2-year cycle overview.

Portfolio: -



## The Curriculum and working in partnership with parents

We have a range of strategies that keep our parents involved with their child's progress in school as well as our curriculum. Our interactive school website is also a great source of information.

### **Meetings with parents**

During the Autumn and Spring terms, we offer parents an appointment to meet their child's teacher to discuss their child's achievement, progress and attainment in all areas of learning. During the summer term, we give all parents a formal report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. Parents are given the opportunity to discuss their child's report with the class teacher. In reports for pupils in Year 2 and Year 6, we also provide details of teacher assessments and the results achieved in the national SATS tests. In Y1, parents receive information about the phonics screening and in Y4 outcomes of the multiplication times table check.

### **Pupils with SEND – parental input**

We have a good relationship with all parents of our SEND Pupils and work closely in partnership with them to ensure that their child has full access to our curriculum and that they are making good progress to keep up with peers. Every term, SEND review meetings are held with parents and teachers where individual targets for all SEND Pupils are identified in the pupil's School Focused Plan (SFP). At Tankersley St Peters, we believe it is vital that the teacher, parent, SENCO and child work together on setting targets in learning to support the child in achieving the best outcomes.

### **EYFS**

We offer parents of pupils in EYFS the opportunity to discuss the results of the Foundation Stage Profile and their child's personal 'Learning journey booklet' which is shared with their child's teacher. We encourage our EYFS parents to contribute to this learning journey

### **Workshops and Newsletters**

At Tankersley, we also offer a number of different workshops across the year for parents in key areas of the curriculum. These include Phonics and Reading, Mathematics, Science, Internet Safety, PHSE and SRE. We have a reading afternoon tea for our parents where we invite them into school to read with their child in class and to receive other updates on our reading curriculum. Our parents are actively encouraged to support their child at home in curriculum led projects. We also keep parents involved and informed about the curriculum through year group newsletters.

# EYFS - Curriculum Intent, Implementation and Impact

## Intent

At Tankersley St Peters the early years child is at the centre of our practice. This is reflected by the value that we place on pupils' individual ideas and interests. Teaching is based on both observations of what pupils know, do, say and apply and interactions with pupils during child initiated play and planned activities. Teachers assess when to encourage, show, demonstrate, explain, question and model, according to pupils' needs and play contexts. Practitioners know when to step in and step back in order to facilitate and further children's learning

Integral to these interactions with pupils are effective open ended questioning, adult and peer modelling of concepts, language and learning behaviours. Teachers plan in meaningful enquiry questions to support pupils' acquisition of key knowledge, skills and understanding. We provide narratives for pupils' learning, giving them the freedom to explore concepts and feelings in a stimulating and challenging setting. Whole school teaching policy strategies are used with development of Word Conscious classrooms and vocabulary, Kagan structures, peer and self-assessment, reflection on a range of learning and adult focus activities linked to LO's and criteria marking.

Pupils in EYFS have access to a broad and balanced, indoor and outdoor curriculum where activities are always planned to meet the range of pupils' holistic learning needs. There is careful differentiation by activity and outcome, based on a child's stage and development in a variety of learning areas.

Our Creative curriculum is hooked upon an open ended enquiry question. Practitioners seek to establish pupils' prior knowledge and interests to determine the sequence and pathways of learning. As part of this process, pupils' home learning experiences are interwoven using a range of strategies such as 'home school chatterbox', 'proud clouds', 'wow moments' and parental drop in sessions.

Development Matters, Characteristics of Effective Learning and pupils' interests/home learning provide the basis for planning a sequenced curriculum throughout FS1 and FS2. Planning is tiered and knowledge and skills are built upon both within and between F1 into F2. Our curriculum provides pupils with the continuous provision (*e.g. sand, water, mark making areas*) and enhanced environments linked to our EYFS curriculum. Our provision encourages problem solving along with ambitious use of vocabulary and rich group interactions (*e.g. sustained shared thinking.*)

Strong characteristics of effective learning are embedded and demonstrated through the Prime and Specific learning areas of our curriculum, providing practitioners with a holistic view of every child. We encourage pupils to recall and reflect so that they can learn from experiences, make new links and develop their intrinsic motivation. For example, as pupils take greater ownership of their own learning journeys, they regularly take part in self and peer reflection through 'Feeling fans' in F1 and building to self and peer assessment faces in F2. This in turn leads pupils to be more focused on their own learning needs, whilst developing resilience, independence and a lifelong love of thinking and learning. Pupils have the opportunity to reflect on prior learning so practitioners can check what knowledge and skills pupils have retained.

Early reading skills are integral to our practice - The teaching of phonics starts in our F1 nursery and reading is very well embedded in the EYFS curriculum. This is a key part of the school day for all our EYFS pupils in school. At Tankersley it is our intention that all of our pupils will be competent fluent readers by the end of KS1 so the pupils have a daily 'read write inc' phonics session where they learn all of the complex 44 sounds in the English language and then use these to read phonetically decodable books. We are resolute in our intention that all pupils will learn to read and any pupils who need support in this will get additional help through our catch up *Read Write Inc* programme.

### **Implementation**

The seven areas of learning are covered in the implementation of our EYFS planning:

- Long term planning - This is a one year cycle of themes or topics for F1 and F2, taking account of the 7 areas of learning within the development matters outcomes, predictable interests, visits/visitors and parental involvement/workshops.
- Medium term planning - This half termly planning is organised under the seven areas and activity ideas are noted. It highlights R.E, Global and British Value links.
- Short term planning - This includes weekly objective planning and takes account of Eaz Mag observation tracking for every child. It shows adult input, regular activities, daily focus and learning intentions. It also covers continuous and enhanced planning, based on pupils' interests and next steps. Within this there are regular provocations to challenge and stimulate pupils' imagination and thinking.

Any interventions planned are based on an individual or small group of pupils' needs. Pupils may need extra support to fulfil their potential and some of the interventions include the *Time To Talk*, *Welcom* and *Music Interaction* programmes, 1:1 Speech Therapy and Fine motor or Maths, Writing and Reading groups.

### **Parental and community involvement**

As part of our policy we have encourage excellent relationships with parents as partners We have a number of initiatives to ensure parents are at the centre of their child's early years education. This includes

- Various termly workshops – mathematics, phonics etc, RE based
- Weekly stay and play library
- School concerts and performances- F1 and F2 Nativity
- Transition events for new starters and home visits
- Reading afternoon tea
- Drop in sessions
- Trips and visits / Enhancements – parental support
- Communication – via our EYFS blog twitter and newsletter.

Our EYFS curriculum offer; intent and implementation can be found displayed in the F1 and F2 classrooms as well as on the school website.

### **Impact**

Regular assessments of children's learning are made in EYFS and these are used to inform planning and next steps.

Assessments take the form of:

- Informal observations that are made by practitioners and parents/carers across the seven areas of learning.
- Focussed assessments which are planned for and conducted to assess prime and specific areas of learning.

Informal and more formal assessments of children's progress in reading, writing and mathematics. All children are assessed on entry to F1 and F2 and then on leaving the Foundation Stage. See below for more information about baseline assessments in FS2.

The assessment of the learning and development of each child takes place through child initiated long and short observations (including Learning Stories), discussions, photographs, children's recordings and writing, record keeping and planned assessments. These are compiled into each child's 'Learning Adventure' Journals throughout the year. Our EMAG system is integral to this and Learning Adventure Journals are shared with parents/carers on Parent's Evenings, and throughout the year. Children regularly self and peer assess their own and others' learning.

Assessments against Development Matters and the Characteristics of Effective Learning are brought together in the Profile document at the end of FS1 and FS2. Children are assessed whether their learning is at the expected level, below the expected level (emerging) or exceeding the expected level for a child at the end of their time in the Foundation Stage. The records of these assessments are shared with the children and their parents/carers in an appropriate way to help evaluate progress and identify next steps. They are also shared with the LA and the Year One class teacher as part of the transition to KS1.

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. The characteristics of effective learning are central to how children learn and progress/achievement in these are also recorded and reported upon.

## **7 Areas of Learning both in and outdoors**

### **Personal, Social and Emotional Development**

There are three aspects of the PSED area of learning: Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour. These aspects are threads running through daily life in the Early Years setting. They involve developing children's dispositions, social skills and resilience. Teaching and learning methods include circle time, in the moment problem solving, adult/peer modelling, sharing of experiences through imaginative play, stories and oral activities. The children enjoy watching video clips as part of their '1 Decision' learning programme, which allows them to consider the consequences of good and bad behaviour choices. Anti-bullying, safeguarding and reflecting diversity are part of our learning in PSED.

### **Communication and Language**

There are three aspects of the Communication and Language area of learning: Listening and Attention, Understanding and Speaking. These aspects are integral to all interactions and sustained shared thinking throughout the EYFS. They involve active listening, understanding and speaking skills in a range of contexts and for different purposes. The children have plenty of daily opportunities to practise and apply these skills in their play. Teaching and learning methods include 'Show and Tell' with question and answer sessions and adult/peer modelling. Role play and interest led exploration is encouraged to develop vocabulary, understanding and acquisition of deeper knowledge.



## **Physical Development**

There are two aspects of the Physical Development area of learning: Moving and Handling and Health and Self Care. Fine and gross motor skills are developed and practised in a variety of ways: Funky Fingers challenge stations, cutting and threading activities, outdoor obstacle and climbing, chasing games, bikes and ball activities. In F2 the children experience a weekly apparatus/gymnastics, games or dance session in the school hall and all children are made aware of the physical effects of exercise. In terms of Health and Self Care, independence skills are regularly practised, such as attending to own toileting, hygiene and dressing needs. Children are taught about ways to keep healthy and safe through practical activities and '1 Decision' learning.

## **Mathematics**

There are currently two aspects of Mathematics: Numbers and Shape, Space and Measure.

Maths for mastery involves employing approaches that help the children to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning. Maths occurs in all of our daily routines such as self-registration for attendance, dinner choices, snack station, calendar, visual timetables and birthday charts. Teaching and learning approaches allow children to explore mathematical concepts and number facts in a range of contexts. These involve whole class and group teaching as well as many practical and problem solving opportunities. These allow the children to make links, understand concepts and represent their learning in many different ways. We have a fun and engaging approach to mathematics, based upon Early Years Mastery (alongside White Rose), which is part of a sequenced and developmentally appropriate approach to learning. Children's embedded concepts, knowledge and skills can be demonstrated and applied through their play.

In terms of Shape, Space and Measure, the children use the environment and a range of resources to observe, continue, create and extend their learning in relation to patterns, measures; time, weight, length/height, capacity and money. We understand the close link between mathematical concept acquisition and language. We cater for this by providing the children with high quality visuals and/or labels throughout the indoor and outdoor provision. The importance that we place on early mathematical foundations, is reflected in the parent/carers workshops offered throughout the year. These include an early Years Maths Mastery family information session, an afternoon 'Maths Everywhere' workshop for our pupils, their families, feeder nurseries, playgroups and child minders.

## **Literacy**

There are two aspects of Literacy: Reading and Writing. Early phonics teaching begins with awareness and discrimination between sounds heard and builds up to children understanding the letter/sound symbolic relationship (looking at a letter and knowing which sound it represents). All of this learning is part of our Read Write Inc. programme along with the skills that are practised to read tricky words using visual memory, context/picture cues. Alongside this, children are given plenty of opportunities to listen to a range of fiction, non-fiction and poetry books. They have an author focus each term which is highlighted through the F1 and 2 'Book/s of the Week' tables in the provision. A lifelong love of reading is instilled through lending libraries, peer and parent reading workshops and themed reading areas in the provision. We understand the close link between oral literacy and early mark making. Children's experiences and motivations to record through drawing and writing are highly valued in all areas of the continuous provision. Provocations are used to stimulate curiosity, purposes and audiences for children's writing. Helicopter Stories provide a vehicle for children to develop their writer's voice and enjoy acting their stories out in class. This has a powerful effect on children's understanding of story structure, imagination and confidence as they realise they are authors, actors and writers. We understand the importance of children being able to recite a range of rhymes such as those used in our 'Poetry Basket' smart board selection. These give children the greatest chance of becoming fluent and confident readers in the future.

## **Understanding the World**

There are three aspects of Understanding the World; People and Communities, The World and Technology. The children's prior knowledge is brainstormed in response to enquiry questions such as 'How do people celebrate?' 'Who helps to keep us safe?' From this, Children's learning and predictable interests are planned. We know that first hand experiences allow children to develop their critical thinking; making links, acquiring new knowledge and being intrinsically motivated.

### People and Communities

Children experience a range of learning opportunities linked firstly to themselves, their families and wider community religions, traditions and cultures. In F1 the children look at toys now and compare them to toys in the past. In F2 children's concept of chronology is deepened in the context of personal family timelines; looking at how babies' clothing has changed over time.

These include exploration of celebrations in Christianity (including termly church visits), Hinduism and Chinese New Year. The children are encouraged to consider the similarities and differences between festivals and cultures through tasting foods, dancing, watching videos and experiencing related fiction and non-fiction books. The Christian Nativity story is brought to life through performances for the school and parents. This is further enhanced by the F1 and 2 trip along with parent/carers to Chatsworth House Farmyard. The children actively participate in the retelling of the Nativity story, with real animals, costumes and a very supportive audience. F2 children experience a community Diwali workshop where a culmination of their learning is presented alongside community members. During Chinese New Year, F1 children enjoy being peer tutored by their F2 friends. This involves food tasting, watching the F2 Chinese Dragon dance, listening to them singing a Mandarin New Year Song and looking at the children's Chinese writing. The F1 children also listen to an information session planned by the F2 pupils.

Another aspect of our British Values learning is finding out about Remembrance Day; having grandparents to talk about and show medals from the World Wars, poppy art work and poetry, watching video footage of the cenotaph and parade and taking part in the 2 minute silence.

### The World

Children are encouraged to observe, predict, explain and conclude during their interactions with the environment. This involves seasonal activities such as planting a range of vegetables and observing growth, creating Winter bird feeders, looking at the effect of temperature changes on ice and testing/choosing suitable materials for a warm and waterproof coat. Map drawing is woven into everyday provision through fiction/non-fiction resources. Children enjoy locality studies, widening out to holiday destinations and further afield to the Arctic and the Tropical Rainforests. They have opportunities to talk about similarities and differences between weather, plants and animals in different places. We explore further by considering outer space, researching planets of interest and space travel.

The Zoolab Rainforest creature workshop brings the children's learning to life with hands on sensory exploration. This new knowledge prepares the children for investigation of mini beasts and focused learning about their life cycles.

We understand the close links between STEM learning and practical experiences. Our F1 and 2 Makerspace trolleys allow children to explore simple circuits whilst developing their critical thinking and problem solving. A Makerspace ambassador from KS 2 supports FS 2 children each week and the children's learning is further enhanced at a parent/carer Makerspace after school workshop, which runs on a rota system.

### Technology

Children have the opportunity to experience a range of technology, including computers, smart boards, I- pads, Alexa, B bots and everyday technology (mobile phones, digital camera, remote control car). On the computers children can access Mini Mash, 2 Simple, word processing and google searches. Similarly the smart board is used as an interactive learning resource for children and a teaching and

learning tool. The i-pads are readily available with a range of age appropriate apps to access and the children can use Alexa to research their questions and develop their knowledge. We understand the importance of programming and give the children daily opportunities to use B Bots. Parents and carers are consulted to find out about their child's use of ICT at home. Internet safety is woven throughout the children's ICT learning and particularly addressed during Internet Safety week where F1 and 2 children's learning is displayed as part of a whole school approach.

### **Expressive Arts and Design**

There are two aspects of Expressive Arts and Design: Exploring and using media and materials and Being Imaginative. The children enjoy child initiated learning where they can choose their form of expression to reflect their own thoughts, feelings and ideas in creative ways. The continuous and enhanced provision allows children to use materials and tools independently, to work on their own projects of interest. Small world resources include figures, wooden artefacts, fairy/elf doors and natural items as well as animals and different settings. Role play areas are set up in F1 and 2 as part of wider topics and in response to children's interests. Role play is also a powerful teaching tool that is employed across the curriculum to stimulate children's curiosity, creative thinking and imaginations. As well as percussion instruments in the EYFS setting, F1 and 2 children experience a weekly music session led by a specialist music teacher. Often this learning leads to performances. The children also experience dance in different forms (Diwali and Chinese Dragon dancing, creative movement). Adult focus activities provide the children with new knowledge, skills and understanding highlighting different elements of the art and design curriculum. These include malleable activities (clay, play dough, plasticine and gloop), modelling (box modelling and construction kits), drawing and painting (chalks, pencils, crayons, felt tips, charcoal).

### **Characteristics of Effective Learning**

Characteristics of Effective Learning are a fundamental aspect of the Early Years Foundation Stage Curriculum. Characteristics of Effective Learning advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The three characteristics of effective teaching and learning are embedded in our EYFS practice:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In the F1 and F2 classrooms there are displays where children's learning is shown, which demonstrates evidence of the characteristics of effective learning.

### **Electronic tracker for EYFS - EMAG**

Records and assessments are kept using the EMAG system. Observational assessments are done using the iPad; this includes the use of pictures to evidence children's learning. In addition, assessments of children's achievements made against Development Matters and the Characteristics of Effective Learning are entered into the EMAG tracker. These are then used to monitor and evaluate individual learning, identify problems, target underachievement and therefore the tracker supports us to deliver a curriculum that is specific to the child's needs. It is also used to assist the completion of the Profile document.

## Reception Baseline

At the start of FS2, practitioners make baseline assessments of each child against the assessment statements that cover the Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas (Literacy and Maths). Children must be assessed using this on-entry assessment within 6 weeks of entering school to ensure that children are assessed at the optimum time.

