
Willow Lodge Curriculum Policy

Policy Owner	Willow Lodge Director of Studies
Last reviewed by Date	Willow Lodge Director of Studies December 2021
Last approved by Date	Education Committee Lent 2022
Next policy review by owner (annual)	December 2022
Next policy approval by governors (2-year cycle)	Education Committee Lent 2024
Circulation	School website, all staff and governors
Related policies	Equality, Diversity and Inclusion Policy SEND and EAL Policy

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1. Introduction

Willow Lodge will give each child the best possible start to their school life, setting firm foundations for excellence and enjoyment. Through expert guidance and personal experiences, each child will gently discover their individual abilities in a nurturing, enriching environment.

Some children will continue within the EYFS provision and planning into the first term of Y1, others will move on to the KS1 National Curriculum and Chris Quigley *Skills Based Curriculum*. Each child will work at their own pace and move on when it is right for them. In Infant 1 and Infant 2, more formalised teaching will be introduced, still with the opportunity for plenty of hands-on, interactive play. Infant 1 and 2 encourage lots of talking around a task, apparatus and equipment to develop their understanding and a text-rich environment. Whilst the majority of subjects will continue to be taught by the class teacher, we continue the specialist teaching for PE, swimming, music and languages. Forest Schools will also be offered as an enrichment club.

In Willow Lodge, we deliver a creative curriculum which is a carefully planned, thematic approach to teaching and learning, designed to support children's natural curiosity and stimulate their creativity. It offers the children the opportunity to work in depth, giving them the time they need to reflect, consolidate and apply their learning. We express knowledge, skills and understanding in a variety of ways, making use of the creative arts. Our themes change every term and we ensure that the children experience a wide range of stimulating themes throughout the year. The themes run on a 2 year cycle and are adapted each time to cater for the needs of the current cohort.

Using Chris Quigley's *Skills Based Curriculum* ensures that the focus is on progression and attainment in the creative curriculum. Infant 1 plan for secure attainment in level 1, emerging into level 2 by the end of the year. Infant 2 plan for secure attainment in level 2, emerging into level 3 by the end of the year. Skills will be repeated at different levels throughout KS1 but the context and application will be progressive.

In Willow Lodge, we aim to deliver a creative curriculum through high quality texts. Literacy is at the core of our curriculum. Our texts are carefully chosen to make sure that they enhance our theme for the term and that they model excellent writing skills. As the theme changes, so do the texts. Current, modern texts will also replace older texts in the future, if the themes are repeated in subsequent years.

2. Aims and objectives

The aims of our school curriculum are:

- To teach children the skills outlined by Chris Quigley in his Skills Based Curriculum 2008, which gives equal weighting to both core and foundation subjects.
- To plan a curriculum that exceeds National Curriculum expectations.
- To enable children to learn, and develop their skills, to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To enable children to be creative and to develop their own thinking
- To teach children about the developing world, including how their environment and society have changed over time.
- To appreciate and value other children and adults of differing cultures, ethnicities and backgrounds.
- To encourage children to appreciate the world and their environment
- To provide a comprehensive RE curriculum that explores a variety of faiths and beliefs.
- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong

- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- To plan for leadership opportunities, developing group work and encouraging initiative.

3. Organisation and planning

In Willow Lodge, we plan our curriculum using Chris Quigley Skills Based Curriculum 2008. These are working documents which can and should be annotated. Teaching staff will need to think of a theme for each term. The theme should not have already been taught in other year groups. The theme for each term should rotate on a two-year basis. For example:

Infant 2 Theme Rota		
Year 1		Year 2
Michaelmas	Out of this world	Loving London
Lent	Seaside Rescue	Monsters, Magic and Mystery
Summer	What's in the Garden?	Awesome Africa

High quality texts should also be sought before planning each term in order to ensure that the curriculum stems from the text. Children should access a wide genre of texts throughout the year.

Teachers then plan which key skills from the Skills Based Curriculum, would be most suited to each topic, ensuring that there is a balance of skills throughout. Themes may lend themselves to some topics more so than others so there needs to be equal coverage of all subjects throughout the year. Teachers should keep a record of the skills they have covered, retrospectively, by highlighting the skills in the following colours:

- Orange: Michaelmas
- Green: Lent
- Summer: Yellow

Teachers can then use this information to see where there are gaps in order to make sure that they are covered in the next themes for the rest of the year.

4. Medium Term Planning

It is essential that all teachers in KS1 have read through the high-quality texts for the theme before the initial planning meeting with the year group. All teachers and teaching assistants should be involved in the planning process.

Teachers are to use the following template for their medium-term planning. This can be found in Infant Share – Willow Lodge Planning



[CLASS] [TERM] MEDIUM TERM PLANNING [YEAR]

Week Beginning	ENGLISH	MATHS	SCIENCE	TOPIC	ART and DT	Computing
<p>Weeks can be written as blocks eg. Week 1-3</p> <p>Or as individual weeks e.g. Week Beginning 13 June</p> <p>Open ended questions Questions that link across the curriculum – topic based For example: Topic: 'What's in the Garden?' e.g. If you were a beetle, what would you do at school? How can we find out how many mini-beasts there are? What should be in our forest school area? What else could be at the top of the beanstalk? Should Jack keep the Golden Goose?</p>	<p>For each subject the format is as follows:</p> <p>Learning objectives from the curriculum – skills based wording e.g. To use non-fiction text to find information rather than To read 'Eating Healthy' and write a list of healthy foods. This way the objective is a skill that the children are learning which can be applied to any topic or theme. The specifics (what book and what they are doing) would be in the main body of the lesson and in your outcomes.</p> <p>Main lesson/activity What the lesson will look like. What will the children be taught and how will you teach it?</p> <p>The Outcomes What evidence will we see of the child's learning? What will be the outcome of the lesson?</p> <p>Resources to prepare The resources that are not to hand – the things you need to prepare/order/purchase before the lesson</p>					

5. Maths

Willow Lodge uses Abacus: Active Learn Primary as our main curriculum. Please see our Maths policy for more information.

6. Short term planning

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Foundation subjects can be grouped together as 'topic' if required, although teachers are still responsible to ensure coverage of all subjects.

We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. In Infant 1 we recognise that children are going through a transition stage and make allowances for this period through planning and assessing to meet the needs of this transition phase.

7. The Curriculum and Inclusion

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more complex, we forward our concerns onto our Director of Learning Support who will advise teachers of the appropriate course of action. This may include children with English as an Additional Language, who can receive support from our EAL Coordinator.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The SEND and EAL practices and approach are outlined in the whole school SEND and EAL policy.

8. Enhancing the curriculum

At Willow Lodge, we offer a variety of extra-curricular clubs that enhance our curriculum. We aim to provide clubs during and after school that cater for a wide range of interests and abilities. These include:

- Sports
- Art & Design
- Performance
- Music
- Outdoor pursuits
- Reading
- STEM (Science, technology, engineering and mathematics)

9. Assessment policy

- 9.1 Assessment measures the nature and extent of a pupil's progress and achievement and helps the pupil to practise skills, develop understanding and to consolidate knowledge.
- 9.2 Effective assessment provides information to improve teaching and learning and assessment information should be used to influence curriculum development and planning.
- 9.3 Our formative assessment involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 9.4 Assessment should be positive and should praise achievement and point out areas for improvement, possibly with a question.
- 9.5 The independent written work of each pupil should be regularly assessed.
- 9.6 Assessment may be achieved through formal and informal tests or individual assignments completed in class or for homework.
- 9.7 The work of each pupil in Maths, reading and writing will be formally assessed at the end of each half-term (see Assessment, Recording and Reporting Schedule).
- 9.8 Our formative and summative assessments involve judging pupils' performance against national standards. Teachers make these judgements at the beginning and at the end of the year. Test results describe pupil performance in terms of age related expectations and individual progress.
- 9.9 Every piece of work should show evidence of having been considered by the teacher and work should include praise and a target where possible.
- 9.10 Marking should be as accurate and consistent as possible (see Marking and feedback section).
- 9.11 The aims of each piece of assessed work should be specific and clear to the pupil.
- 9.12 Assessments should usually indicate any errors and acknowledge points worthy of credit.
- 9.13 All comments should be constructive as far as is possible.
- 9.14 Work that has been collected for marking should be marked and returned promptly. Marked work should be reviewed or commented upon either individually or in class when it is returned to the pupils.

10. Recording

- 10.1 There is a common system of recording effort and attainment by means of feedback (see Marking and feedback section). A record is kept of feedback in the pupils' books and of the result of each formal and informal assessment / test and these are kept in the teacher's mark book / planner. The date on which each assessment was carried out should be made clear in the mark books.
- 10.2 Any academic concerns should be recorded in our Pupil Management System.
- 10.3 The results of any formal assessment should be recorded on the Assessment Tracker in Staff Share.
- 10.4 Records of marks should be retained until the end of the academic year. The results of formal assessments should be kept until the pupils concerned have left the school.
- 10.5 Each teacher passes all of this information on to the next teacher at the end of each year at a formal handover meeting. Data held should conform to GDPR.

11. Reporting

- 11.1 A range of strategies is used to keep parents fully informed of their child's progress in school and we encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 11.2 The academic and social progress of each pupil is reported upon by means of written reports at the end of the Lent and Summer terms. Written reports are formal communications between the school and the parents and this should be acknowledged in the care that is taken in writing them.
- 11.3 Formal written reports are written and sent home to the parents. In the Michaelmas term, new pupils receive a settling in report. At the end of Lent term, all pupils receive a report summarising achievements and targets for Maths and English as well as a teacher comment about the child's general progress. At the end of the Summer term, all pupils receive a report summarising achievements for Maths, English, Science, Computing, Art and Design, Humanities, PE, Languages and Music.
- 11.4 In writing reports, teachers should take care to ensure that spelling, grammar and punctuation are correct. Reports must be clear, correct and positive where possible. No report should compare one pupil with another, make criticisms that cannot be substantiated or be expressed in slang or overly colloquial language. Reports should be as helpful as possible to pupils and parents in summarising performance, any progress or particular strengths / weaknesses. There must be consistency between the grades and the written reports in each reporting period.
- 11.5 At the beginning of the year, a 'Meet the Teacher' evening is held for each year group so that parents can meet their child's new teacher. It is also an opportunity for each of the teachers to identify the main areas of study for that particular class and the key information required for the year ahead. In this way, the teacher identifies how parents can support any elements of the work during the rest of the year.
- 11.6 There are two formal Parents' Evenings over the course of the year; in the Michaelmas and Summer terms. Parents' evenings are occasions at which oral reports are given about the pupils' progress. Every effort should be made to ensure that the messages given in the most recent written reports are consistent with those given at the parents' evening.

- 11.7 We also give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process and the criteria for success raises standards, and that it empowers pupils to take action towards improving their performance.

12. Target Setting

- 12.1 Where appropriate, targets should be set for the children verbally or in their workbooks for the following piece of work or opportunity. Achievable, short term targets should be set for Infant aged children.
- 12.2 Individual targets are discussed with pupils and are communicated to parents via the reports and parents' evenings. The progress of each child is reviewed at the end of each term and revised targets are set. At the end of the academic year, the revised targets are passed on to the new teacher.
- 12.3 Any targets or areas to develop that are of concern, should be communicated to the parents before a parents' evening or report.

13. Feedback to pupils

- 13.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.
- 13.2 Children are given verbal feedback on their work whenever possible. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. When we give written feedback to a child, this should be related to the learning objective for the lesson. If we consider that the objective has not been met, we make it clear why we think so. In either case, we also identify a target / area for improvement so that the child knows what to do in order to produce even better work in the future.

See **Marking and feedback** section.

14. Planning for assessment

- 14.1 We use our school's curriculum policies and schemes of work to guide our teaching. In these, we set out the aims, objectives and values of our school, give details of what is to be taught to each year group and identify opportunities for assessment within each broad unit of work.
- 14.2 We plan our lessons with clear learning objectives and skills and we base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability and our plans make clear the expected outcomes for the lessons.
- 14.3 Teachers share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- 14.4 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

15. Moderation of standards

- 15.1 In order to make consistent judgements about the levels of the children's work and standards in the school, Willow Lodge Leadership Team carry out a thorough schedule of moderation.
- 15.2 In order to monitor subject policy being implemented in the classroom, observations of teaching staff are carried out annually. Willow Lodge Leadership Team will then meet to discuss observations.
- 15.3 The Willow Lodge Director of Studies will monitor curriculum coverage and policy implementation throughout the year and report back to the Willow Lodge Leadership Team. All teachers are also observed by the management team as part of the annual appraisal process.

16 Marking and feedback

This section reflects the values and philosophy of Willow Lodge in relation to the effective marking of children's work. It defines the principles and strategies for achieving effective feedback and constructive responses to learning. Our aims are as follows:

- To inform pupils, teachers and parents.
- To develop pupils who, as reflective learners, feel involved in their own learning and are aware of their own progress.
- To raise attainment and maximise progress for all pupils.
- To measure attainment and track progress.
- To ensure consistency across Willow Lodge.

16.1 Marking should reflect the shared objectives and the success criteria and feedback should be as constructive as possible. Marking should be made up of two elements:

1. An indication of where success has been achieved ie. a positive comment, possibly referring to parts of the work where the objective was achieved.
2. An indication of how progress can be made e.g. Remember to..., Try to..., Think about..., Next time..., or a question.

A consistent system for marking and annotation should be used and this should be displayed in either the classroom or in the children's book.

16.2 Spelling errors may be corrected if the child is working within a phonics phase that would include this word/sounds. High frequency words may be identified in order to encourage children to recognise the correct spelling and correct errors where appropriate.

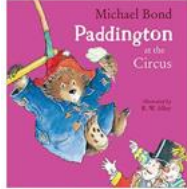
16.3 All work should be marked as soon as possible following completion and in accordance with the marking guidelines. This should be used to inform future planning.




16.4 Objectives and success criteria should be expressed in child friendly language and these should be clearly visible e.g. on the board, in exercise books in order to focus the pupils' attention on the reasons for the task and to clarify how the work is to be marked.

16.5 Pupils should be encouraged to reflect on their achievements by:

- Reflective whole class and group plenary sessions
 - Encouraging pupils to reflect on their own work.
 - Encouraging pupils to see themselves as 'first markers' by providing them with a checklist.
 - By modelling and encouraging correcting either verbally or in written form.
 - By encouraging pupils to review their targets regularly.
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- 16.8 It is the responsibility of the Director of Studies to monitor and identify good practice and to ensure consistency throughout the school through the book reviews and classroom observations.
- 16.9 We aim to encourage children to become reflective learners and give them opportunities to self-evaluate their work on a regular basis. We use a grid in English books which enables children to demonstrate where they have achieved the objectives set at the start of the lesson. The teacher can also comment on the work produced:



Task:	I am learning to:	 Not sure	 Nearly there.	 Got it!

17. Presentation

- 17.1 Presentation of work is an important aspect of children's learning. The quality of the presentation reflects the children's skills and the pride they take in their work and teachers should make clear to children the standards of presentation we expect.
- 17.2 Each piece of work should be dated correctly. The short version of the date may be used in Maths books, but the long version should be used in Literacy. The learning objective for the session should also be included to allow children to refer back if necessary.
- 17.3 Any mistakes could be rubbed out and corrected by the child. If the teacher makes any corrections then these could be written neatly above the line of written work.
- 17.4 Correction fluid / corrector pens are not allowed.

18. EYFS Observation and Assessment at Willow Lodge

Assessment at the end of Foundation Stage mostly takes the form of observation and requires a whole team approach. We believe in making regular assessments of children's learning in order to monitor progress, identify and address difficulties, offer challenges, provide support and ensure that future planning reflects needs.

Each child's level of development must be assessed against the early learning goals. Teachers indicate whether children are meeting expected levels of development, or if they are exceeding expected levels. This is a requirement of the EYFS Profile.

We have a system of formative and summative assessment through planned and spontaneous observations and set tasks and challenges. These are built up over a period of time to create a detailed picture of each child's strengths and needs and are used to devise suitable next steps.

All Early Years' staff are involved in the observation process which occurs throughout the day in adult led and in particular child initiated activities.

On entry into Reception an observation in each of the seven areas of learning is carried out for every child in order to create a snapshot of their ability. These are completed within the first six weeks at the school.

Observations are recorded on post-it notes, photographs and annotated comments from the class teachers providing enlightening snapshot pictures of the children at school. The observations gradually build up to provide a picture of what a child has achieved, knows and can do. We use the observations to feed into the EYFS Profile, which then informs judgements for the statutory 'Foundation Stage Profile' at the end of the Reception.

Through team meetings, observations are moderated and discussed to ensure a consistent approach. Staff share observations less formally on a daily basis through general discussion.

We work closely with parents, specialist staff in school, and outside agencies in order to identify learning needs and respond quickly to any area of particular difficulty. We have a support teacher who works closely with class teachers to meet special educational needs.

19. The role of the Director of Studies

It is the job of the Director of Studies to monitor and advise on the implementation of the curriculum. The Director of Studies will monitor pupil progress and give supportive feedback on the curriculum provision. The Director of Studies will liaise with Subject Co-coordinators in order to collate information and current ideology on the delivery and provision of each subject area.