



Believe in yourself

Brisbane Park Infant School

CURRICULUM, TEACHING & LEARNING POLICY

Approved by¹	
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Signed:	
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Brisbane Park Infant School

Curriculum, Teaching and Learning Policy

'Believe in Yourself'

At Brisbane Park we seek the highest standards of attainment for all our children. We aim to help our children to become independent learners. Above all we believe learning is fun.

We promote our school vision statement - 'Believe in Yourself.'

We believe that learning is a shared commitment that involves children, parents, governors and staff to ensure our children are given the best possible learning opportunities.

The curriculum at Brisbane Park: -

At Brisbane Park we work as key stage teams to ensure an effective and exciting curriculum is planned for our children. The Head Teacher and Curriculum Leader oversee the planning to ensure appropriate coverage for each subject.

<i>Senior Leadership Team</i>	<i>Designated Safeguarding Lead</i> <i>Head Teacher - Mrs A Sweeting</i> <i>Deputy Designated Safeguarding Leads</i> <i>Inclusion Officer - Miss C Hagen</i> <i>Office Manager - Mrs S Clarke</i> <i>Curriculum Leader - Mrs K Muldoon</i>
<i>EYFS Team</i>	<i>Mrs N Corlett, Mrs E Edwards,</i> <i>Miss C Hagen (ppa cover)</i> <i>Miss S Walker, Mrs S Daly, Miss J Devereux</i> <i>Mrs T Devitt</i>
<i>KS1 Team</i>	<i>Mrs K Muldoon, Mrs SJ Lee-Mackenzie,</i> <i>Miss G Cairns, Miss C Hagen (ppa cover),</i> <i>Miss K Hughes, Miss A Grisedale,</i> <i>Miss M Atkinson, Mrs L Stewart</i>

Curriculum Responsibilities

<i>Responsibilities</i>	<i>Name</i>	<i>Governor</i>
<i>Curriculum Leader</i>	<i>Kathy Muldoon</i>	<i>Patricia Burton</i>
<i>English</i>	<i>Kathy Muldoon Nicola Corlett</i>	<i>Patricia Burton</i>
<i>Maths</i>	<i>Kathy Muldoon Elaine Edwards</i>	<i>Jackie Ennis</i>
<i>Science</i>	<i>Elaine Edwards</i>	<i>Glenys Garnett</i>
<i>Art</i>	<i>Cheryl Hagen</i>	<i>Sue Hosker</i>
<i>Computing</i>	<i>Elaine Edwards Sarah Walker</i>	<i>Patricia Burton</i>
<i>DT</i>	<i>Georgia Cairns</i>	<i>Mike Graham</i>
<i>Geography</i>	<i>Nicola Corlett</i>	<i>Joanne Tickle</i>
<i>History</i>	<i>Nicola Corlett</i>	<i>Joanne Tickle</i>
<i>PE</i>	<i>Sarahjane Lee-Mackenzie</i>	<i>Gavin Butler</i>
<i>Music</i>	<i>Sarahjane Lee-Mackenzie</i>	<i>Larissa Hamer</i>
<i>RE</i>	<i>Cheryl Hagen</i>	<i>Sue Hosker</i>
<i>RSE/PSCHE</i>	<i>Cheryl Hagen</i>	<i>Sue Hosker</i>

Staff Responsibilities

<i>Responsibilities</i>	<i>Staff</i>
<i>DT</i>	<i>Georgia Cairns</i>
<i>English Geography History Enrichment and Enhancement EVS</i>	<i>Nicola Corlett</i>
<i>RSE/PSCHE Kidsafe/SERIS Reading Intervention</i>	<i>Stacia Daly</i>
<i>Afterschool care 1:1 BUSS</i>	<i>Jade Devereux</i>
<i>Computing Maths Science Student Teacher Mentor</i>	<i>Elaine Edwards</i>
<i>Afterschool care</i>	<i>Aimee Grisedale</i>
<i>Inclusion Officer Art RE RSE/PSCHE British Values</i>	<i>Cheryl Hagen</i>
<i>Breakfast Club 1:1</i>	<i>Kerry Hughes</i>
<i>Music PE</i>	<i>Sarahjane Lee-Mackenzie</i>
<i>Curriculum Leader English Maths ECT Induction Tutor ECT Mentor Student Mentor New Staff Induction</i>	<i>Kathy Muldoon</i>
<i>1:1</i>	<i>Louise Stewart</i>
<i>Computing Breakfast Club Speech and Language Intervention</i>	<i>Sarah Walker</i>

Values

Our school's curriculum includes all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also all the other activities that the school organises in order to enrich the children's experiences.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children and to help them become independent learners. Above all we believe in making learning fun.

School Golden Rules

Kind Hands	Kind Words	Kind Thoughts	Marvellous Manners	Wonderful Walking	Super Sitting
			Please Thank you Excuse me Waiting your turn Not shouting out	Tall and proud Eyes forward Hands by sides Walk on left side of corridors Walk in single file	Sitting on bottom All chair legs on floor Legs crossed whilst sitting on floor Listening ears Empty hands

Values

Autumn Term	September Friendship	October Appreciation	November Honesty	December Co-operation
Spring Term	January Respect	February Thoughtfulness	March Tolerance	April Patience
Summer Term	May Responsibility	June Resilience	July Courage	

The 3I's (Intent, Implementation and Impact)

Intent – we provide children with

- a broad and balanced topic based curriculum with a strong focus on experiential learning.
- a language rich environment

Implementation –

- the highest standard of attainment for our children
- teachers ensure questions are thought about and planned for
- effective modelling of skills
- challenges and support strategies in place to suit all children, booster groups and interventions
- ongoing formative assessment to inform future planning
- moderation within school and out of school to inform future planning
- strong working partnerships created and maintained with parents and carers
- opportunities for children to work in mixed ability groups
- classroom environments to be tidy and organised, displays are clear, bright and relevant to promote learning
- all classrooms to have a child appealing reading area with a variety of books changed regularly
- investigation opportunities to reinforce and embed skills

Impact –

- happy, confident, nurtured children
- children believe in themselves
- children have a love of learning
- children make at least expected progress with the attainment gap closing
- children aspire to be confident citizens
- children will be happy and fulfilled in later life

Curriculum and Planning

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented.

The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

The curriculum leader will monitor the whole curriculum throughout the school, and feedback to the head teacher, focussing particularly on breadth of coverage each year group is covering and if this fits in with the appropriate curriculum for each year group. Planning should be based on topic as much as possible. The curriculum leader, along with the enrichment and enhancement leader, will also monitor enrichment and enhancement activities to ensure they support teaching and learning. Homework, timetables and challenges will also be monitored.

Each curriculum area has a subject leader who is responsible for writing and updating policies for their subject and keeping up to date with new initiatives related to their subject. The core subjects have 2 leads for each subject. They are responsible for monitoring coverage, progress and attainment in their subject area throughout the school, this includes termly analysis of Scholarpack for their subjects and knowing how children in different groups are progressing in these areas.

Planning

All timetables and lessons plans should be used following the school's format to allow for consistency throughout the school.

Long Term Plans -

We have detailed progression maps for each subject which have been created to meet the needs of our school. The objectives will be taken from these plans and feed into the medium term plans where activities linked to the current topics will be considered and planned for.

We have a yearly overview showing the progression of work for each year group.

Medium Term Plans -

We use the medium term plans produced by the schemes we are following, class teachers ensure these plans are edited as needed to meet the needs of their own classes.

In EYFS a termly breakdown is created for each area of the curriculum showing coverage and activities.

Short Term Plans - *Weekly/daily plans are produced for English, Literacy and Maths lessons across the school, these should be detailed enough for a supply teacher to follow if needed and should state the desired learning outcome for each lesson (matched to curriculum), challenge for each ability group and use of additional adults within the lesson. Teachers use Bug Phonics planning for their phonics lessons and these should be printed and annotated for each lesson taught. KAPOW lesson plans should also be printed out for teachers to annotate after each lesson. A weekly overview will be produced by all class teachers showing objectives and brief lesson description for all other subjects. These overviews will be shared weekly with parents.*

Children's work is recorded in a variety of books (see appendix 1 of book recommendations for each key stage)

Any out of school activities should enhance and enrich the curriculum children are following.

EYFS

At Brisbane Park we follow the EYFS Foundation Stage Curriculum with all children working towards achieving the Early Learning Goals by the end of Reception. The EYFS is made up of seven areas of learning and development, all areas are crucial in early learning and often inter-connect.

The three prime areas are: -

- *Communication and Language*
- *Physical Development*
- *Personal, Social and Emotional Development*

The four specific areas are:-

- *Literacy*
- *Mathematics*
- *Understanding of the World*
- *Expressive Arts and Design*

The curriculum in EYFS is a balance of planned, purposeful play, both indoor and outdoor, adult led work and child initiated work. The children will have the opportunity each day to explore different areas of the classroom as part of their continuous provision and also work with an adult on a focus directed task. Whole class sessions are also be delivered to children. Teachers plan for a balanced, creative curriculum. All areas within the EYFS will be planned for. Child initiated activities will be noted down on weekly/daily annotations of lessons. Observations carried out by the EYFS team identify children's next steps for learning and their progress is recorded regularly. Children in EYFS have daily phonics and handwriting sessions. At Brisbane Park we teach White Rose Maths scheme of work which covers all areas of the Early Years Framework. Our Phonics scheme is Bug Club Phonics, this is a new scheme implemented from January 2022.

K51

In Years 1 and 2 the National Curriculum 2014 is followed. The subjects taught are Mathematics, English, Science, Computing History, Geography, Design Technology, Art and Design, Physical Education and Music. In English groups, we use quality texts for our English planning. White Rose Maths scheme is used for Mathematics, this covers all of the National Curriculum, class teachers adapt their planning to suit the needs of individual children within their class. Our handwriting scheme links in with the Bug Club Phonics programme in Reception and Year 1. In Year 2 children begin to do cursive handwriting and follow letter family order. K51 use Bug Club Phonics throughout Year 1 and in Year 2 as needed, Year 2 focus on spelling strands, we use Spelling Shed for our planning ideas once children are secure in Phase 5 phonics. We use KAPOW planning for Science, Geography, History, Music, Computing, PSCH, DT and Art. We adapt to suit the needs of the children in our classes. Art and DT are rotated, one is taught one half term then the other the next half term. Geography and History are rotated, one is taught one half term then the other the next half term. Other areas we cover are RSE/ PSCH through the KAPOW scheme, Global Learning and British Values. We

also use the scheme of work from KAPOW for RE. Class teachers ensure they have looked at each lesson prior to the day of teaching in order to prepare, resource and make adaptations which are suitable for their class.

The teaching approach will be varied throughout the day with opportunities for whole class teaching, group work - ability and mixed ability, independent work, 1:1 work. There will be a variety approaches to allow for different learning styles and class teachers will adapt accordingly for individual children and classes.

Inclusion

We believe every child is important and deserves to be given the best possible learning opportunities. If a child is identified as having a problem with their learning we provide learning tasks matched to their needs. Children are given the chance to work 1:1 or in a small group situation. The Inclusion Officer, with support from class teachers and senior teaching assistants, writes IEPs for these children and these are monitored and updated half termly. Our Inclusion Officer is available to advise and direct staff in the best approach for children struggling with their class work. Provision maps for each class/year group will be updated termly.

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

Assessment

At Brisbane Park we use Scholarpack to assess and track our children's progress in the core subjects. This is updated every half term by class teachers and monitored and analysed termly by the SLT. For the foundation subjects, RE and Science we use KAPOW assessments, these are kept on the school server in class folders. The lessons should be assessed after being taught each week, this ensures teachers are aware of any adaptations needed before the following lesson.

Phonics and reading tracking is completed termly by each class teacher and analysed by the Curriculum Leader. Half termly writing assessments are carried out by each class, independent writing takes place in KS1 throughout each term and shows progress of children and the development of skills in this area. The Curriculum Leader monitors all assessments related to English. Phonic phase tests are carried out at the beginning and end of each Phonic Phase from 2 to 5a. Mock phonics screening tests are carried out at the end of Autumn and Spring Terms in Year 1.

White Rose Maths assessments are carried out at the end of each block of learning and at the end of each term to inform teachers of areas needing more work. The results of these assessments also help to inform which children will be taken for Maths boosters. The Maths Leader, along with the Curriculum Leader, monitors progress in this subject.

Baseline assessments are carried out during the first term of Reception.

Reading age tests are carried out termly in KS1 and during the Summer Term in EYFS.

PIRA assessments are carried out at the end of each term in Key Stage 1 and at the end of Spring and Summer Terms in EYFS.

Year 1 Phonics screening takes place at the end of Year 1.

End of KS1 assessments take place during the Summer Term of Year 2.

Class teachers are responsible for updating Scholarpack for all subjects across the curriculum, this should be an ongoing process and updated regularly throughout each term. At the end of each term the Head Teacher uses the class teacher's assessment judgements to place each child at their correct learning point for that half term, this data is then analysed by the Head Teacher and discussed with the Inclusion Officer, Curriculum Leader and class teachers. Class teachers then use these assessments to ensure coverage the following term is pitched correctly for each child in each subject.

Teachers mark work after each lesson to inform future lessons and planning. Children are involved in marking as much as possible. We mark in a purple pen. (see marking policy for more detailed information)

See Appendix 2 for overview of assessment throughout the year.

Reading

We use the reading books by Pearson which links in with the phonics scheme Bug Club Phonics, these were introduced in January 2022. Children will have a reading book allocated to them depending on their reading ability and phonics stage they are working on. We also send home a book to share for pleasure. Once children are secure with their phonics and have passed the screening test in Year 1 they can read different books, matched to their reading ability, as well as books to develop their understanding.

Monitoring and Evaluation

Children's work will be monitored regularly by subject leaders. All subjects are of equal importance across the curriculum and each subject leader is responsible for monitoring progress in their subject. Book looks will be carried out termly looking at links across the curriculum, these will be carried out during staff meetings to ensure all staff are involved.

Lesson observations will be carried out as needed by the Head Teacher and subject leaders and peer to peer lesson observations are carried out to promote good practice. Each staff member has performance management targets which will be considered throughout the year by the SLT.

Classroom Environment

Classrooms will be tidy, organised and clearly labelled to allow children the best opportunity to learn. Reading areas in each room will be comfortable, appealing and accommodating to children. Displays will be relevant and updated regularly. Display boards outside each year group will be linked to the current topic and author work. Current targets for all children should be displayed in each classroom and children aware of these targets, one for English and one for Mathematics.

Subject Displays

There are boards around school for specific subject areas, these boards should be updated each half term with a variety of work from each year group showing children's work in each subject.

Recognition of Good Work

Each week we hold a star of the week assembly where a child from each class is given a certificate, pencil and sticker for something they have done during the week to please their teacher or senior teaching assistant. The children wear a purple jumper for the week and have their picture displayed in school. Each month a child will be chosen from each class to receive pupil of the month award, as well as class teachers and senior teaching assistants other staff in school can discuss and nominate children for this if they have seen positive behaviour, good manners etc and the school value being promoted by the child, the children will wear a green jumper for the month.

Our school has a Dojo system where each child is allocated a house team colour - red, blue, green, yellow, on entry to the school (siblings are always in the same colour house) the children can then collect dojos throughout the week and record through the online system.

Parents

We encourage parents/carers to be an active part of their child's learning. We have regular parent meetings in school and staff are available on a daily basis to speak to parents with any concerns. All classes will have a parents meeting in the Autumn Term, EYFS will have a formal meeting to talk about how children have settled in to school life. There will be another opportunity for parents meetings in the Spring Term and during the Summer Term (2nd half) end of year reports will be given to parents.

Homework

At Brisbane Park we give children homework in each year group to help parents feel involved in their child's learning. All children will have a reading book and reading record to take home and share, a spelling activity will be given weekly in KS1. Children will also be given an additional weekly homework to complete related to Maths or another curriculum area.

Challenges

Challenges are important to extend and encourage children's learning. Morning challenges take place each morning during registration across the school. In EYFS this could be learning to look at a book quietly on the carpet or trace over their name and challenges can increase as the year goes on. In KS1 morning challenges include handwriting, number bonds, times tables, SPaG and reading challenges. Challenges are available in each classroom for when a child finishes the directed work and extension tasks, they can then choose a challenge linked to the subject they have been working on and complete their challenge independently.

Subjects taught in school

Non-negotiables

The following should be taught/carried out daily in all classes across the school:-

- Phonics
- Mindfulness
- Morning challenge
- Handwriting
- English/Literacy
- Maths/Numeracy

Children should read their reading books in school at least twice per week, priority readers should be identified and these children should be listened to each day.

Appendix 1

Early Years

- *Literacy (News and other writing based activities)*
- *Maths*
- *Progress Writing Books*
- *Handwriting (by Summer Term)*

Key Stage 1

- *Science Book*
- *Geography Book*
- *History Book*
- *English Book (to include independent writing, comprehension, writing based tasks)*
- *Phonics Jotters*
- *Maths Book*
- *Handwriting*
- *Spelling (weekly spelling tests)*
- *Busy Books*
- *Progress Writing Books*

In addition to these teachers may choose to use folders for any worksheets.

All classes should have a writing progress book, work to be completed half termly, which will follow each child through the school and be used as an evidence of progression portfolio.

*Key Stage 1 have a class (floor) book to put shared work and photographs in.
EYFS use Tapestry.*

Appendix 2 - Assessment overview

<i>Phonics and Reading</i>						
<i>Year</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Reception</i>	<i>Baseline</i>	<i>Bug assessment</i>		<i>PIRA</i>		<i>PIRA</i>
<i>Year 1</i>	<i>Reading ages Bug assessment</i>	<i>Bug assessment PIRA</i>	<i>Bug assessment</i>	<i>Reading ages Bug assessment PIRA</i>	<i>Bug assessment</i>	<i>Reading ages Phonics Screening</i>
<i>Year 2</i>	<i>Reading ages Spelling tests</i>	<i>Spelling tests PIRA</i>	<i>Spelling tests</i>	<i>Reading ages Spelling tests PIRA</i>	<i>End of year assessments - SATs</i>	<i>Reading ages Spelling tests PIRA</i>