

The Questioning

Curriculum

William Davies



Teaching and Learning Policy

Years 1 – 6

At William Davies we develop resilient learners who are confident and adaptable. As most of our children are learning English as an additional language we ensure that our broad and balanced curriculum has speaking as one of the most important aspects of developing our learners.

We offer a curriculum which is broad, balanced and promotes the spiritual, moral, cultural, mental and physical development of our pupils. It prepares pupils for the opportunities, responsibilities and experiences of later life.

We have designed our own programme of education which comprises the national curriculum as well as other learning opportunities and experiences appropriate to the needs of our community. 'The Questioning Curriculum' encourages enquiry and promotes independent learning in order to develop self-confidence and resilience.

Our curriculum also provides personal, social and health education. It promotes independent thought through 'Philosophy for Children' and develops speaking and listening skills.

English and Mathematics is taught daily, Music and Physical Education, weekly.

Other subjects are taught in topic blocks over a number of days.

Our chosen foreign language' is French and is taught in years 5 and 6. All the children in key stage two also learn to play a musical instrument.

Teaching responds to the needs of the learners and teachers are creative in how this happens. A commitment to excellent Continuing Professional Development is offered to all staff to ensure teaching is of a high standard.

The aim is both to reflect the current good practice and to encourage further development of interactive and formative assessment strategies.

This policy does not stand alone: to be effective it must be embedded into our classroom practice and other related policies. Therefore, this policy is linked to:

- *Behaviour Policy*

- *SEND Policy*
- *Progress and Attainment Procedures*

A number of key aspects of our school promote excellent teaching enabling our pupils to learn.

Planning

Planning shows that consideration has been given to the needs of the class and that the strategies discussed in this policy are used appropriately to support learning.

Annual, term and weekly plans are filed electronically on the Google Drive so that teachers can use them as a reference and so that they can be monitored.

Challenge For All

In order to challenge all children effectively, teachers must have a clear understanding of exactly where the children are in their learning and what the next steps are to support them.

Challenge for all children can be seen in:

- Mixed ability
- Anchor Tasks with broad access
- Emphasis on: reasoning, explanation, justification, comparison
- Enrichment not acceleration
- Swift Intervention
- Anticipate Misconceptions
- Questioning – targeted; vary open and closed in different contexts
- Children posing questions
- Blocking of units
- Generic challenge as part of classroom routine
- Support children's self-checking by not always confirming answers

- Practice
- Reflecting (journaling)
- Different roles within the group

Targets

Targets are set each term.

- Writing targets are set for each child based on their individual need. Children are given a writing target after each piece of long writing.
- Maths and reading targets are the requirements set out in the National Curriculum for the year group.
- Parents are informed at the beginning of each term of their child's Maths and reading targets.

Teaching Strategies

Our school has a very high proportion children who are learning English as an additional language, children who have special educational needs and children with a wide range of barriers to learning. To meet their wide range of learning needs and to overcome the passive nature of some children, it is essential to use interactive and visual teaching strategies to engage all children in their learning.

We encourage children to be independent, evaluative and self-aware in their learning. These skills will be developed with the pupils over their time in school and be age appropriate.

We encourage focussed speaking and listening activities in all year groups as well as providing opportunities for real experiences to develop language skills. Educational visits are organised to both enhance learning and broaden the horizons of our pupils.

Lessons observed at William Davies School often include the following:

- Learning put into a wider context – why are we learning this?
- Effective teacher modelling.
- A range of question types using Bloom's Taxonomy.
- A range of interactive strategies, emphasising child discussion.
- Challenge for all strategies.
- Activities which achieve the learning goal and fully engage the children.

- Stimulating resources to support independent learning.
- Children are asked to justify, explain, review and compare their answers.
- Self or peer assessment.
- Time for children to improve their work in lessons.
- Teachers who neither confirm nor reject answers to encourage self-checking.
- Journaling as a means of reflection.
- Thinking time.
- Mistakes seen as learning opportunities.

Assessment

See also Progress and Attainment Procedures.

Formative and summative assessment are used to plan lessons that are accessible to all children.

Formative assessment is immediate and is used to inform teaching and learning on a daily basis.

Summative assessment data is used to inform provision for the following term and provide outcome data.

Individual judgements of achievement in maths, reading and writing are recorded each term. Achievement in Science and the non-core subjects is recorded termly against age related expectations. Each term, each class has a pupil progress meeting with the Head teacher.

Attainment and progress, in all subjects, is reported to parents annually.

Internal and external moderation meetings are held regularly, to ensure consistency in assessment across the school.

Inclusion

All children have equal entitlement to entry to William Davies Primary School.

Teaching at our school is fully inclusive. We value all children as individuals with unique interests and strengths and equal rights of access to a full and balanced curriculum. See also SEND policy.

Resources

At William Davies we recognise that it is essential to provide carefully chosen, clear, visually stimulating resources to support all learners. We have a wealth of ICT resources to engage learners and the use of these should be incorporated into planning.

Resources are stored centrally for use by classes when needed.

Online resources are stored on the Google Drive. The school library has a collection of fiction and non-fiction books covering many subjects.

Parental Support and Homework

Parents are invited to help in class with games, activities, storytelling and reading. They are also invited to come to school for meetings and workshops relating to their child's learning and how they can support their child. Parents are asked to support their children in the completion and marking of the set homework. See appendix – Homework

The role of subject leaders

Each subject leader has responsibility for monitoring the planning, teaching, learning and assessment of their subject. S/he has the responsibility of the procurement, distribution and storage of resources. S/he is expected to support colleagues with planning and assessment as well as deliver training in their subject. S/he will keep up to date with developments in their subject, attending training where appropriate.

Monitoring for compliance with this policy

- *Planning* is monitored by senior and subject leaders at various points throughout the year.
- *Lessons or parts of lessons are observed* - either as part of the performance management process or as part of the school improvement process.
- Subject leaders will observe aspects of teaching and for school improvement.
- Books are monitored by subject leaders and senior leaders.
- Children are interviewed both formally and informally.
- The Google Drive is monitored by senior leaders for compliance with deadlines.

Governors

It is the responsibility of the governors to ensure the national curriculum is taught and that the school discharges its statutory duties. In order to fulfil its role of making strategic decisions and acting as a critical friend the governing body requires information at an appropriate level of detail.

The Headteacher reports to the Standards, curriculum and behaviour committee every term and this is then reported back to the full Governing Body.

The Headteacher reports to the full Governing Body every term.

Link governors meet with key staff and report back to the governors. Governors receive summary information on standards throughout the year. Governors receive any national data as it becomes available.

Policy specific to individual subjects

Collective Worship:

We provide a daily Act of Collective Worship. We have a determination against the wholly or mainly Christian nature of this worship.

English:

We follow teaching sequences for narrative, non-fiction and poetry forms which cover all aspects of the National Curriculum.

The cursive script method of handwriting is taught with reference to the published 'Nelson Handwriting Programme'

'Read Write Inc.' is our chosen phonics scheme.

Mathematics:

Text books support maths teaching and learning.

We have joined Sumdog, a website which the children can access from home.

The use of manipulatives is central to maths teaching and learning.

Science:

The safe use of equipment is to be promoted at all times.

Regular educational visits complement work in Science. Most often we visit The Science Museum, go pond dipping and visit a nature reserve.

As far as is possible, Science teaching will focus on practical investigations.

Computing:

Our curriculum is based on the Newham NPW scheme of work which is updated to account for developments in technology. Teachers deliver e-safety lessons each year and children are directed to the 'Think you know?' website. These links are also made available on the school's website.

History:

We place an emphasis on examining historical artefacts and primary sources.

We use educational visits to enhance understanding and to help bring history to life. (British Museum, Natural History Museum Victoria and Albert Museum, The Museum of Childhood, The Museum of London.)

We encourage visitors to come into the school and talk about their experiences of events in the past.

Geography:

We encourage children to learn by experience and we value fieldwork as an integral part of Geography teaching.

R.E:

We teach religions education to pupils at every key stage following the Newham Agreed Syllabus. We have a programme of visits to places of worship which ensures children have visited a wide variety by the end of year 6.

French:

Where possible native speakers will be invited into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of France. We use an online programme, Rigolo, for teaching and learning resources.

Music:

A music teacher delivers lessons to children across the school.

Children in key stage two learn a musical instrument as part of the 'Every Child a Musician' scheme.

We provide opportunities for children to perform at special events as well as attend concerts. Teachers are aware that any music played in school should be of suitable content for primary aged children.

Art:

The programme of art across the school ensures a variety of forms is covered.

Reference is made to famous artists and architects and visits to galleries are planned.

Children have opportunities to contribute to displays around the school at various times of the year. Each teacher is responsible for displays in their classrooms and in the communal spaces.

Design & Technology:

Lessons will be mainly practical in nature following the design-make-evaluate cycle. Children will be given suitable instruction on the operation of all equipment before being allowed to work with it and will be strictly supervised.

Children will be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions

PE and Outdoor Education:

Sports coaches support class teachers regularly and run after school clubs. We have an annual sports day and attend local sporting events. Our older pupils have the opportunity to attend a residential outdoor education facility and use the local park for some lessons. Children in years three and four attend swimming lessons and a daily 'Wake and Shake' aerobics session is held in the playground for the whole school.

PSHE:

We use resources from the 'Jigsaw' scheme to support PSHE teaching.

See PSHE policy for sections about Drugs and Sex and Relationship Education.

The role of the Headteacher

The Headteacher ensures colleagues teach and assess the curriculum effectively. S/he is responsible for ensuring the policies are actioned and the National Curriculum is delivered.

Signed:

S. Norris

June 2017

Review date: July 2018

<u>WDPS Curriculum</u>	Autumn	Spring	Summer
EYFS	All about me Celebrations Performance Weather	Our Community Growth Spring Easter	Mini-beasts Traditional Tales & Rhymes Wild /Farm Animals

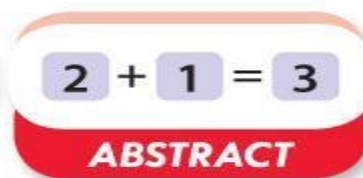
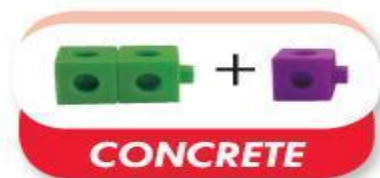
<p>Year 1</p>	<p>Who shares our world?</p> <p>Labels & captions I am Poetry Recount Writing Animals Inc. Humans Seasonal changes Toys from the past The weather of our world Handling Data Creating pictures Singing Belonging to Sikhism Christians at Christmas? Health and Wellbeing Mondrian Painting DT: Construction Room in a box</p>	<p>What is our world made of?</p> <p>Lists Colour Poetry Family Fiction Everyday Materials Our School World Giving Instructions Modelling- iboard Singing Living with family and friends Being a Muslim Relationships Portraits DT: Textiles Soft Toys</p>	<p>What is in our World?</p> <p>Instructions Tongue-twisters & Silly Poetry Descriptive Writing Plants Light Transport from the past Barnaby Bear Word Processing Singing Being a Hindu Being a Christian Living in the wider world Miro - sculpture</p>
<p>Year 2</p>	<p>Is fire good or bad?</p> <p>Acrostic poetry Diary Writing Recounts Uses of everyday materials The Great Fire of London Map work Creating pictures Giving Instructions Chalk - Fireworks Singing Why did Jesus tell stories? Why are different books special?</p>	<p>What is 'being healthy'?</p> <p>Fairy Story fiction Number & Senses poetry Instructions Animals, including humans Mary Seacole Handling data Archimboldo portraits Singing How do we know Easter is coming? Where the world came from. Health Me Relationships</p>	<p>What makes a home?</p> <p>Information Writing 'Add a verse' Poetry Adventure Fiction All living things and their habitats Plants Christopher Columbus An Arctic Home Word processing Miro Sculptures Singing Special foods Kwanzaa</p>

	Being me in my world	DT: Healthy Snack Where I live	Dreams and Goals DT: Construction Make a Room
WDPS	Autumn	Spring	Summer
Year 3	<p>How did we begin?</p> <p>Traditional Stories Shape Poetry Information Writing Rocks Stone Age Beginnings Lego WeDo Programming Ukulele & Singing Sikh sayings & Beliefs Light in religions Relationships Dreams & Goals Cave Paintings DT: Puppets</p>	<p>How do we stay alive?</p> <p>Book Review Haiku Poetry Explanation Writing Plants Animals, inc. humans The Local Area – a geographical study Internet Handling Data Ukulele & Singing Jesus and Buddha How do Jews celebrate? Healthy Me Seurat – paint DT: Sandwiches</p>	<p>Did the Romans really leave?</p> <p>Playscripts Riddles & Limericks Letter Writing Light Forces and magnets Romans in Britain & Legacy Mapwork Creating Pictures Word Processing Ukulele & Singing Signs & symbols in religion Festival of Holi Special Symbols Being Me in My World Mosaics</p>
Year 4	<p>Do we need robots?</p> <p>Fantasy Fiction Nonsense Poetry Non-Chronological Report Electricity Sound Programming Giving instructions Ukulele & Singing Getting married What makes me the person I am? Dreams & Goals Healthy Me</p>	<p>Was the River Nile important in Ancient Egypt?</p> <p>Recount Writing Diamante Poetry Mystery Fiction States of matter Ancient Egypt Creating Pictures Databases Ukulele & Singing Religions in our neighbourhood Why is Easter important to Christians? Celebrating Difference Being Me in My World</p>	<p>What is the most important living thing?</p> <p>Information Writing Ballade Poetry Adventure Fiction All living things Animals, including humans Angle-Saxon and Scots Place knowledge Word processing Ukulele & Singing Hindu worship at home and in the Mandir?</p>

	<p>Sculpture DT: Construction Instruments</p>	<p>Canopic jars DT: Textiles Storybooks European Countries</p>	<p>Why is the Bible special for Christians? Relationships Changing Me Art: Printing</p>
<p>WDPS Curriculum</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Year 5</p>	<p>Were the Greeks really civilised?</p> <p>Myths Narrative Poetry Letter Writing Forces Earth and space Ancient Greece Earth Geography Programming Lego WeDo Keyboard & Singing Religions beliefs about God Christmas around the world Being Me in My world Celebrating Difference Art: Greek pots French</p>	<p>How can a play come to life?</p> <p>Playscripts Cinquin poetry Instructions Properties and changes of materials Human Geography Internet Excel Keyboard & Singing Jesus' Example Mohammed & the Quran Healthy Me Changing Me Pop art - Warhol DT: Puppets French</p>	<p>Were the Vikings a threat?</p> <p>Suspense Fiction Kennings Poetry Explanation Writing All living things Animals, including humans The Vikings Physical Geography Graphic Modelling Multimedia Keyboard & Singing Animals or Humans Inner Forces Relationships Dreams & Goals DT: Viking Food Art: Carvings French</p>

<p>Year 6</p>	<p>What does it mean to be alive?</p> <p>Non-Chronological Report Classic & Slam Poetry Fantasy Fiction All living things Evolution and inheritance Animals including humans Programming E-Safety Project Keyboard & Singing Religious Leaders Life after Death Julian Opie French Relationships Being Me in My World</p>	<p>What if electricity stopped?</p> <p>Journalistic Writing Mystery Fiction Debate Writing Light World War 2 Countries of the world Multimedia Presentations Control: Lego WeDo Keyboard & Singing Easter Sunday Religions' Similarities and Differences Healthy Me Celebrating Difference Blitz art French</p>	<p>Is everything Art? How significant was Baghdad c900CE?</p> <p>Persuasive writing Classic & Choral Poetry Biography & Autobiography Early Islamic Civilization Electricity Spreadsheets Keyboard & Singing Expressing faith through art Design a Celebration Changing Me Dreams & Goals Islamic Art/ Artist self-study DT: Construction Electrical Appliance French</p>

The Mathematics Curriculum



The fundamental aim of our curriculum is for learners develop a deep and interconnected understanding of mathematical concepts.

We employ a spiral curriculum with our overall methodology based in the mastery mathematics approach as commonly used in Singapore.

The fundamental elements of are maths teaching are: Exploration, Structure, Practice, Journaling and Reviewing.

We use practical equipment and pictorial representations to support the children's development from concrete to abstract understanding.

Teachers ensure precise use of mathematical language both from themselves and from the children.

The emphasis is on explanation, multiple methods and multiple representations.

The focus is on fluency, reasoning and solving problems where all children are challenged appropriately.



Mathematics Overview

All durations are approximate, based on classes need.	Duration of Chapter - Weeks					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chapter 1	2	2	2	3	3	2
Chapter 2	3	4	6	4	2	4
Chapter 3	2	3	4	4	4	4
Chapter 4	2	3	3	4	1	3
Chapter 5	1	2	2	1	2	1
Chapter 6	2	2	1	3	4	1
Chapter 7	2	1	2	2	3	1
Chapter 8	2	1	2	3	1	2
Chapter 9	3	1	4	2	3	2
Chapter 10	2	3	1	3	1	1
Chapter 11	2	3	6	2	3	1
Chapter 12	2	2	2	2	3	2
Chapter 13	1	4	2	1	2	2
Chapter 14	2	3	2	1	1	2
Chapter 15	2	3				1
Chapter 16	2					Remaining Time: Revisit where necessary; Transition Maths; Deepening and Problem Solving
Chapter 17	1					
Chapter 18	1					
Chapter 19	1					
Chapter 20	2					
Notes	Approximately 2 weeks white space	Approximately 2 weeks white space	NO WHITE SPACE	Approximately 4 weeks white space	Approximately 6 weeks white space	Syllabus needs to be covered before SATS in mid-May

The English Curriculum



Speaking, listening, reading and writing are an essential foundation for successful learning in every subject.

Pupils are taught to speak clearly and convey ideas confidently using Standard English for effective communication.

Our English curriculum is based upon text types, each class studies nine text types per year comprising Fiction, Non-fiction and poetry.

Each text type is learned by following a teaching sequence, in which texts are read, discussed, analysed, then modelled, planned, drafted, edited and re-drafted before being presented.

Pupils are taught to read using synthetic phonics and progress through 'Read Write Inc.' stages.

Teachers plan 'small group' reciprocal reading activities to support the development of reading proficiency and text understanding. This is focused on the children's specific needs to accelerate their progress.

Pupils are required to read age-appropriate books regularly, at home, in order to develop the habit of reading often for pleasure and information.

Grammar, spelling, punctuation and handwriting are taught discreetly and through quality marking of writing.

	Autumn (Emerging *)	Spring (Within *)	Summer (Met *)
Year 1	<i>RWI</i> Labels & captions I am Poetry Recount Writing	<i>RWI</i> Lists Colour Poetry Family Fiction	<i>RWI</i> Instructions Tongue-twisters & Silly Poetry Descriptive Writing
Year 2	Diary Writing Acrostic poetry Recount Writing	Fairy Story fiction Number & Senses poetry Instruction Writing	Information Writing 'Add a verse' Poetry Adventure Fiction
Year 3	Traditional Stories Shape Poetry Information Writing	Book Review Haiku Explanation Writing	Playscripts Riddles & Limericks Letter Writing
Year 4	Fantasy Fiction Nonsense Poetry Non-Chronological Report	Recount Writing Diamante Poetry Mystery Fiction	Information Writing Ballade Poetry Adventure Fiction
Year 5	Myths Narrative Poetry Letter Writing	Playscripts Cinquin poetry Instructions	Suspense Fiction Kennings Poetry Explanation Writing
Year 6	Non-Chronological Report Classic & Slam Poetry Fantasy Fiction	Journalistic Writing Mystery Fiction Debate Writing	Persuasive writing Classic & Choral Poetry Biography & Autobiography

Homework Policy

At William Davies Primary School we believe that a close working partnership between school and home is fundamental for a child to reach their potential.

Learning is a lifelong process that takes place both at home and in the school.

We aim to develop this learning partnership through our Homework Policy and Programme. Homework supports our drive to raise achievement and develop good learning behaviour.

Why have homework?

- It develops an effective partnership between home and school;
- It builds on the learning which takes place at school;
- It consolidates and reinforces skills and understanding of knowledge and concepts taught;
- It supports the children in achieving their targets;
- It gives the children an opportunity to practise the relevant English or Maths target that has been set for them each term;
- It ensures the needs of individual children are met;
- It encourages children to develop independence, self-discipline and individual responsibility;
- It helps parents to have a clearer understanding about the expectations the school has about their child's progress;
- It prepares children at the end of KS2 for transition to secondary school.

Homework programme

It is the involvement of parents and carers in joint activities which is most valuable in promoting a child's learning.

The amount of time to complete homework will vary from week to week and class to class. Parents as well as teachers are encouraged to mark and comment on the child's homework.

Daily Homework

It is expected that parents will hear their child read every day and sign their reading record book. As children become more fluent readers parents may wish to discuss the content of the book and allow the children to read alone.

Suggested daily reading times:

Nursery reception	5 minutes
Year 1 and Year 2	10 minutes
Year 3 and Year 4	15-20 minutes
Year 5 and Year 6	20-30 minutes

Weekly homework

Parents purchase homework books from the school - one book for English and one book for Maths. The teacher ensures the child is given a book at the appropriate level.

Homework is given for children to complete over the weekend. Maths and English will be set on alternate weekends. Both Maths and English will be set for longer holidays. Only the pages set by the teacher should be completed as the work follows on from what has been taught in class.

Parents ensure homework is complete and mark it using the mark sheet. Children should bring the homework back on the agreed day. Teachers will check homework has been completed and marked by parent and acknowledge this with a stamp.

Should the homework book be lost, parents will be able to purchase another from the school. Children in KS2 who do complete homework will have a playtime detention. If children do not complete homework regularly, a member of the senior leadership team will arrange to meet with parents.

At times children will be expected to complete other homework as appropriate.

This may include learning spellings, multiplication tables, or number facts.

Information for Parents

At the beginning of each term parents are given an information sheet about the focus of learning in each topic. They are invited to a class meeting with the teacher to discuss this information.