

The Questioning

Curriculum

William Davies



Teaching and Learning Policy
Years 1 – 6

Reviewed July 2019

Learners for life:

Our curriculum has been designed to give every child an experience and language rich education within our ethos of ensuring everyone at William Davies is Safe, Happy, Challenged and Makes Memories and by pursuing our belief that children should be empowered to become powerful learners by instilling our Learning Powers: Be Curious, Be Resilient, Be Enthusiastic, Be Collaborative, Be Reflective, Be Adventurous.

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 by fostering characteristics of effective learning for life - our learning powers: curiosity, resilience, enthusiasm, adventurousness and collaboration. These elements are carefully chosen based on our children's starting points and what we have identified as important for our children to become learners for life.

We have designed our own programme of education which comprises the national curriculum as well as other varied 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.

English and Mathematics are 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 one and key stage two also learn to play a musical instrument, with singing taught regularly in all classes.

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 to ensure current practice is up to date, and to ensure we are continuously reflecting on and adapting our practice to meet the needs of our children.

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*
- *Assessment Policy and Practice*

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. We have no set format for planning, plans can come in the form of flip charts, google docs etc.

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
- Anticipating Misconceptions
- Questioning – targeted; vary open and closed in different contexts
- Children posing questions
- Blocking of units
- Challenge as part of classroom routine

- Support children's self-checking by not always confirming answers
- Practice
- Reflecting (journaling)
- Different roles within the group
- Parents are informed at the start of each year of the expectations for reading and maths.

Teaching Strategies

Our school has a very high proportion of 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, for example, Bloom's Taxonomy.
- A range of interactive strategies, emphasising child discussion.
- Challenge for all strategies.
- Activities which promote WDPS Learning Powers.
- Activities which support knowledge retention and skill development.
- 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 Assessment Policy and Practice and Feedback at WDPS.

<https://docs.google.com/document/d/14Dy9ksYbTY0fWxUyy1aJ5nY2-wxvzWdl4MGmLc-xg8Y/edit>

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

Formative assessment immediate and learning reflection sheets are 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 and SENDCo.

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.

A wide variety of resources are stored centrally for use by classes when needed, as well as all classes having a set of their own resources that they access regularly.

Online resources are stored on the Google Drive.

The school library has a collection of fiction and non-fiction books covering many subjects. Class bookshelves have a selection of age-appropriate and topic specific books for use within the class and key stage two teachers request non-fiction topic books and fiction group sets books from Redbridge Libraries Service each term to enhance selection of books available to pupils.

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 Policy.

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 learning 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.

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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:

Textbooks support maths teaching and learning.

All children in key stages one and two have access to Sumdog and Times Tables Rock Stars, both websites (and apps) which children can access from home to develop their mathematical fluency.

Teachers in years 4, 5 and 6 have access to Maths Watch, a website used to support maths learning both in school and at home, which they can use with their classes to reinforce classroom learning and introduce new topics.

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 to a certain extent on the Newham NPW scheme of work which is updated to account for developments in technology. We also include other elements as appropriate and directed by the computing lead. Teachers deliver online 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.
We participate in Geography Bee with local schools.

R.E:
We teach religious 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 singing teacher teaches singing across the school.
A music teacher delivers lessons in flutophone and ukulele across key stages one and two.
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 are 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.

Supporting Documents:

Feedback at WDPS: https://docs.google.com/document/d/143_hPsUUPeMmfLLMSiw89QtmINAoIC1OyLkPECOqVkQ/edit

English at WDPS: <https://docs.google.com/document/d/1YhUAV7zzchy5a4aDGmiHcKatzEbGABn9kumjEmLuli8/edit>

WDPS

Assessment

Policy

and

Practice:

<https://docs.google.com/document/d/14Dy9ksYbTY0fWxUyy1aJ5nY2-wxvzWdl4MGmLc-xg8Y/edit>

WDPS Curriculum (1-6): https://drive.google.com/open?id=1MCND24CfUvSA8P_ybphGuKrPHVyOIWNh8IRY7TCPyYs

<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
Year 1	Who shares our world?	What is our world made of?	What is in our World?
Year 2	Is fire good or bad?	What is 'being healthy'?	What makes a home?
Year 3	How did we begin?	How do we stay alive?	Did the Romans really leave?
Year 4	Do we need robots?	Was the River Nile important in Ancient Egypt?	What is the most important living thing?
Year 5	Were the Greeks really civilised?	How can a play come to life?	Were the Vikings a threat?
Year 6	What does it mean to be alive?	What if electricity stopped?	Is everything Art? How significant was Baghdad c900CE?

The Mathematics Curriculum



Our maths curriculum encourages our children to be creative and inquisitive, preparing them for the next stage of their education with a confident, positive and enthusiastic attitude towards maths and problem solving. It develops a deep and interconnected understanding of mathematical concepts and uses practical equipment and pictorial representations to support the development from concrete to abstract understanding. The expectation of precise use of mathematical language and a focus on fluency, reasoning and solving problems in a wide variety of contexts underpin our overall methodology based in the mastery approach. Exploring, explaining, using logic, multiple methods, practice, journaling and reviewing ensure challenge for all.

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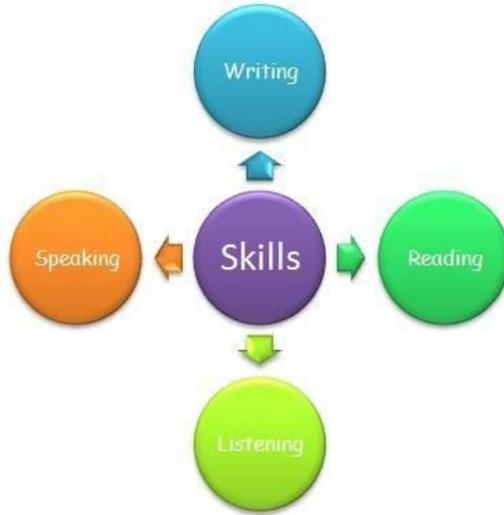
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Mathematics Overview

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 bProblem 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



Our English curriculum is designed to equip children with the knowledge, skills, attitudes and vocabulary to read, write and speak fluently and through developing these essential attributes, broaden their experiences and opinions, access and interact with the world, communicate effectively and are well-placed for the next stage of their education.

Our reading curriculum is designed to equip children with the knowledge, skills, attitudes and vocabulary to become reflective, life long readers who, through reading, broaden their experiences and opinions, access and interact with the world, communicate effectively and are well-placed for the next stage of their education.

See also: English Curriculum at WDPS:

<https://docs.google.com/document/d/1YhUAV7zzchy5a4aDGmiHcKatzEbGABn9kumjEmLuli8/edit>

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. We also use stimulus based writing in all year groups to give context to a range of writing styles.

Pupils are taught to read using synthetic phonics and progress through 'Read Write Inc.' stages, along with regular book sharing and language enrichment.

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.

Children are encouraged to read at home independently, completing their Home School Record indicating the activities (including reading) that they have completed. They are also encouraged to take part in “Read Together”, an initiative designed to promote parents and children reading together.

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. 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 can 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 should ensure homework is complete and can mark it using the mark sheet provided. Children should bring the homework back on the agreed day. Teachers will check it has been completed 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 **not** 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.