



IGNITE INNOVATE INSPIRE

Curriculum, Teaching and Learning Policy

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“A good teacher can inspire hope, ignite the imagination and instil a love of learning.” Brad Henry

Curriculum Vision: Why we teach this curriculum

At Monkhouse, we believe all children will be ambitious, courageous, resilient, respectful and kind so that they fulfil their unique potential and become active members of the wider global community.

What curriculum, teaching and learning looks like

We are proud of our curriculum at Monkhouse. Our curriculum is a bespoke curriculum that has been designed by our team with our children at the forefront and it is specifically tailored to our school vision, history and values; it is broad, balanced and meets the requirements of the statutory National Curriculum. It has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences. Our school is committed to real-life and global learning opportunities that ignite pupil's passions. Learners are engaged in collaborative and independent learning where teachers steer and challenge thinking, acting as facilitators of learning to support children in the outcomes they achieve. Our ethos of developing an emotionally healthy school allows our learners to be nurtured, encouraged and challenged; valuing mistakes as a chance to reflect and learn.

The aims of our curriculum, teaching and learning are:

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding from the National Curriculum which will be transferable and applicable to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum, which provides opportunity for all pupils to acquire content through variation and challenge for all
- To promote a wide range of enrichment experiences, which enable children to make connections between all forms of learning.
 - To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
 - To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

We have developed a knowledge, enhanced curriculum. In this curriculum, knowledge in each subject is carefully planned to allow it to build year on year. This knowledge would be taught in line with subject specific skills that would allow the children to showcase and explore this learning.

Our curriculum is underpinned by Knowledge Organisers; these are detailed documents to show specifically what we will teach within each unit or strand of the curriculum. Due to our focus on legacy and our school vision, we have been able to carefully design the knowledge organisers to allow a build up of knowledge across the primary phase. The specific knowledge we have planned allows us to be clear what is being taught, how this progresses, how this helps the children see their place in the world and shows how each of the individual subjects intertwine and support our school vision.

How the curriculum is delivered

Our curriculum is designed to challenge all learners and teaching and learning at Monkhouse is framed through a Project Based Learning approach. This is an engaging multidisciplinary approach to teaching and learning that encourages learners to solve real-world problems. Project Based Learning is collaborative and hands-on, asking students to work with peers, teachers, and often experts in their communities and around the world to ask good questions, develop deep subject knowledge, identify and solve challenges, take action, and share their experience. The majority of the curriculum in each year group is divided into three interconnecting areas and is taught in three projects that are wide reaching and culminate in a project outcome; areas that don't fit within a project may be taught in a mini project or a stand alone area. Children are taught the required knowledge and skills to allow them to apply them and are given the opportunity to apply these or critically analyse their understanding in a real world project. In our projects, our learning is linked to allow us to build on knowledge over the term and culminate in an outcome that answers an overarching question. Learning is scaffolded to allow children to make explicit links between prior learning and new areas. Learning is linked to real life in various ways as a method of delivering our mission statement. This is often by giving learning context so the children understand why they are learning what they are; predominantly, this is through looking at school values, aspirations or topical issues. Crucially, children are given the opportunity to express their understanding and learning in different ways; our aim is that our commitment to technology and its use across the curriculum in producing outcomes underpins our project based learning approach.

Our curriculum is ambitious and through this approach children are given the opportunity to learn at depth and critically analyse what they have learned. Teaching of the curriculum can take various forms, whereby lessons could be focussing on specific knowledge, specific skills practised or the application of these skills or knowledge. The application of this can take the form of using the principles of SOLO Taxonomy to allow the children to make links in new or prior knowledge and work at depth in a variety of ways, or in a critical approach where children will learn through the context of asking and investigating questions. This is enhanced through how our curriculum is designed so that subject specific skills are built on year on year and knowledge is specific to allow the direct comparison or build up of learning from previous year groups or across subjects. Teaching in Monkhouse lets children explore, make links and critically analyse in order to allow them to understand the importance of legacy, how this affects them and how this knowledge will help them shape the future. Our aim is that this all builds to creating learners who can be part of the international community.

Each curriculum subject in our school has its own policy, which shows our commitment to the importance of each subject. Subject Leaders ensure that each subject enhances the school vision through the tailoring of their subject and their personal strapline (See the individual subject policies)

Teachers are free to choose their own timetable to ensure the work completed fits with their current project, however there are non negotiable aspects of the curriculum that are to be taught each week and expectations on the time devoted to each subject over a half term.

Learning Environment

Immersive environments are central to our school ethos and project based learning; we aim to provide a stimulating environment to ignite children's imagination and curiosity. Our learning environments are balanced to showcase children's work and learning aids that are relevant to the specific year group; these are stimulating environments where high value is placed on learning for all. Each classroom will look different depending on the requirements of the class, but will contain vocabulary, visual prompts and guides along with resources and working walls. In classrooms and in corridor displays you will see key questions and mini outcomes relating to projects to help facilitate children's learning.

Responding to Pupil's Work, Assessment and Monitoring

At Monkhouse, we believe that feedback is an essential part of the education process. We strive for excellence, and the feedback teachers provide on pupil's works has the central focus of excellence and the central aim of driving progress forward. Feedback at Monkhouse is meaningful, motivating and manageable and takes many different forms depending upon the age of the pupil, the subject area and individual needs. We believe that immediate feedback is crucial; lesson design and learning environments are designed to

facilitate immediate feedback from teacher and support staff, along with appropriate assessment for learning in all lessons. In all instances, the outcomes of feedback may well lead to targets being set for pupils' future learning, and may lead to adaptation of future lessons through planning, grouping or adaptation of tasks.

All work is checked and marked daily by adults in class and feeds into the next steps of learning. Feedback and marking of children's work is completed through a series of codes.

SDM = the child will attend a same day masterclass on the lesson to ensure they keep up

G = Signifies where the work has been guided and the child has worked with an adult in class.

I = this will be added to the point in the child's work where they start to work independently

AG = Signifies that the child is to work in an adult guided group in the next lesson

In addition to the standard codes, staff are free to give feedback in whichever way they deem necessary and suitable to the situation. This will be indicated as VF code in the book to show verbal feedback has been given; this could be accompanied by some deep marking or written scaffold or feedback.

Expectations of marking and feedback for every piece of work

- Every piece of work should be checked/marked by an adult and basic skills improvement points (handwriting, presentation, number / letter formation, spellings) provided where needed for children to complete.
- Within every lesson, the learning Intention should be marked
- High expectations for the quality and quantity of work should be clear and addressed where not.
- Appropriate code applied for support or next steps.
- Planning adjusted for next session where needed

In English and Maths, we assess learning throughout a lesson and through formative assessments. In maths, this is in the form of pre and post-unit assessments. In English, we monitor children's direct application of the skills taught by providing regular writing opportunities and then assessing the taught skills. Alongside those expected from previous year groups and learning, against an assessment rubric at the end of a unit of a writing genre through an invented writing opportunity.

Assessment in Reading, writing and maths takes the form of robust teacher assessments. We use a mixture of teacher assessment against rubric checklist, post unit and formal assessment data to make a judgement on a child's attainment. Termly, we use tracking documents to assess children at 'Below', 'Working Towards', 'Expected', 'Expected +' and 'Greater Depth' within their year group standard. The working towards and E+ categories are for children who are making progress towards the next judgement level, but not there, so we can see smaller steps of progress being made and target next steps for all children. Termly, we also track children's progress against year end, where expected progress would be at the same level for corresponding years. For example end of year expected and 2 terms later working at expected. This would be expected progress; anything above or below this would be judged accordingly. Children are also tracked termly against their end of Key Stage target based on the prior attainment and achievements. This tracking allows staff, the senior leadership team and governors to assess where pupils are working in relation to age-related expectations and observe the progress they are making across the year.

Sitting behind this data, the curriculum is mapped out into year group strands. Each class has a curriculum tracking document where they can assess progress against what has been taught, check coverage and plan future learning opportunities for those children not achieving against the year group expectations. Termly pupil progress meetings around this data are held with the leadership team and class teachers, where progress is analysed and specific plans are made for any children who may need intervention or additional support.

At key points across the year, children complete formative assessments in Grammar, Spelling, Multiplication, Arithmetic and Reading to inform teacher assessments for each data capture. These are set against the curriculum taught so far that year and progress across the year is tracked. Alongside this continuous formative assessment, gap analysis is used to plan bespoke interventions for individuals and

groups of children. At the end of the Autumn term and Summer term, children will complete a more formal assessment process in reading, grammar and maths. These will allow us to see how children across school are achieving in line with the national assessment expectations at the end of KS1 and KS2 (SATs).

In foundation subjects, units of work are built on progressively to allow children the opportunity to showcase their learning. End outcomes may take different forms depending on the subject: these vary from completed pieces of artwork, to discussions or written reports. The class teacher assesses each child on whether they are working towards or have mastered the area against the curriculum.

This is a formative informal assessment that not only assesses how much a child has learned, but their ability to apply the new knowledge and skills in different ways. This also assesses their ability to make links between their knowledge and other areas of the curriculum, previous learning or in a wider context. The form these assessments take varies between subjects and the unit of work being covered. Alongside this, work is evidenced in books or through online portfolios to show a build up of skills.

At the end of each term, the subject leader provides feedback to the SLT through a subject leader report. This includes analysis of data and evidence in books and details actions for the coming term based on the analysis. Where necessary, staff support and CPD is delivered on the outcomes of this monitoring.

Formative assessment in Early Years

Formative assessment is central to effective early years practice and is ongoing. It involves practitioners observing as they play and interact with children which contributes to a practitioner's knowledge of a child. It may sometimes be recorded. Practitioners use what they learn about children's needs, skills and interests to plan subsequent teaching, and to make adjustments to continuous provision that will best support learning.