

Wallace Fields Infant School and Nursery



Curriculum Policy

Wallace fields Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Wallace Fields Infant School is proud to be part of South Farnham Educational Trust.

Reviewed: September 2022

Next Review: September 2025

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Document History

Document Location		Curriculum Policy.docx
Date	Amended By	Comment (e.g. reason for version change)
November 2018		New policy
November 18	Katie Muir	Early Years additions
September 2019	Laura Brown	Updated policy
February 2020	Laura Brown	Updated policy – merged Teaching and learning policy with Curriculum Policy
July 2020	Laura Brown	Updated policy – included role of the subject leader
September 2020	Laura Brown	Updated policy
September 2020	Laura Brown	Updated policy – amending updates from discussion with teachers
July 2021	Laura Brown	Updated policy
September 2021	Katie Muir	Updated policy review of task time
October 2022	Annabel Male	Updated policy
November 22	Nicky Mann	Ratify policy

Background

At Wallace Fields Infant School & Nursery, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 and the Early Years framework in Nursery and Reception 2021.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of other people. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

A thematic approach

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. We have therefore developed a new thematic curriculum to deliver the National Curriculum 2014 and other aspects of the school curriculum, including PHSE, Religious Education and Citizenship.

Core Subjects

- **English** and **Maths** will continue to be taught discretely. Where possible links will be made with literacy genres, fiction and non-fiction books, guided reading books and poetry, as this has been shown to develop the thematic approach and deepen learning and engagement. ~~There are fewer opportunities for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked for pupils and to support Maths learning.~~ We now follow the 'Power Maths' scheme which is a mastery approach.
- **Science** is ~~embedded in the topics when possible and is taught through weekly sessions, taught through weekly lessons and we follow the scheme from Pzaz to ensure coverage is in line with the National Curriculum.~~
- **Foundation Subjects** such as **History, Geography, Design Technology, Art** and **Computing** are integrated into the topic, ~~where possible,~~ and will form the basis of much of the cross-curricular links through the use of 'task time' in KS1 and 'Discovery time' in the EYFS.
- **Computing** is also planned for weekly as an explicit lesson focusing on key skills following the **Purple Mash** Scheme of Work. The Computing curriculum is broken down in to different topics throughout the year. Children have the opportunity to apply the skills they have been taught in 'task time' and 'discovery' learning.
- **Music** is taught discretely for ~~between 30-45~~ 30 minutes per week by a music teacher, with further opportunities through a weekly music assembly focusing on singing. ~~Cross-curricular opportunities within the classroom take place each half term with both the music lead and classroom teacher together.~~
- **Physical Education** is discretely taught each week for a minimum of 2 hours either by the teacher or a professional sports coach. The sports coach sessions are weekly and alternate between year groups fortnightly ~~and the teacher frequently works alongside the coach.~~ Teachers follow planning from a scheme **GetSet4PE** in their weekly sessions.
- **Religious Education** is a statutory part of the curriculum. The school follow the Surrey Agreed Syllabus. Where possible, topics from this syllabus have been matched to thematic topics across a year. A main aim within RE is to develop tolerance, respect and understanding of others and their beliefs. At Wallace Fields Infant School we believe the best way to do this is to enrich learning by children having first hand experiences through trips, visits and workshops. These practical, hands-on experiences encourage curiosity, develop understanding and instil the tolerance needed to thrive in our diverse community. These approaches help to promote **British values** and spiritual, moral, social and cultural (**SMSC**) development, supporting pupils for the opportunities, responsibilities and experiences of the present and the future.
- **PSHE** is an important aspect of our curriculum, and will be taught either discretely or within a topic depending on the needs of the pupils in each key stage.

INTENT

WFIS & Nursery 'E' Curriculum

Excellence:

These are our high aspirations and non-negotiables – we expect all children to be included at WFIS & Nursery. When they leave the school they are equipped with the right knowledge and skills to progress at the next stage of their school career.

- High quality LEARNING (*'an alteration in long term memory'*) for all children, including those with Special Educational Needs, disadvantaged pupils and those new to English.
- Clear progression of knowledge and skills through the Early Years and Key Stage 1 so that children make excellent progress (*'know more, remember more, able to do more'*) in all subjects and areas of learning.
- Children develop pride and self-esteem in their own abilities and learning outcomes, presenting their learning in 'Learning Journals', on display and on 'learning patches', which are celebrated by a range of readers including their family.

Entitlement:

The learning opportunities and experiences we expect all of our children to have before they leave our school. These opportunities build character, allow our children to find their interests and talents, and create aspirations.

- Quality texts at the heart of all topics which support our ethos of *'We Love Reading'*. Fiction and non-fiction books are explored with the children developing vocabulary, fluency and comprehension around the theme.
- A rich, arts-based curriculum with access to specialist teachers for art and music, alongside specialist sports coaches and dance teachers to enhance PE outcomes. Broad coverage of all curriculum subjects and areas of learning with a balance of knowledge and skills taught through an innovative and creative cross-curricular approach.
- High quality continuous provision at point of play during *'Discovery Time'* in the Early Years and using elements of this practice in Key Stage 1 during *'Task Time'*.
- Children develop the characteristics of effective learning with a focus on critical thinking skills, independence, risk taking and resilience. Support so our children know how to stay safe and become good citizens.

Enrichment:

Using the learning opportunities beyond the classroom to motivate and excite our children as learners to nurture their talents.

- Learning within an exciting school environment, inspiring children through educational visits, expert visitors to school and first hand experiences. Making excellent use of our outdoor environment and the local community to enhance learning.
- Developing 'well-rounded' children by nurturing their diverse talents during the school day and through after-school clubs.
- Celebrating modern Britain and the world with a curriculum focused on the local area and different cultures, including religious and cultural festivals, to reflect our school's diversity.
- Sharing engaging home learning tasks which develop creativity and support family learning.

Key terminology linked to our curriculum

Progress - **knowing more, remembering more, being able to do more.** Linked to our progression of knowledge and skills.

Learning - defined in cognitive psychology as **an alteration in the long term memory.** If nothing has altered in long-term memory, nothing has been learned.

Automaticity - the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. **Building fluency** in concepts, knowledge and skills that children must master, e.g. number bonds, phonics sounds, spellings, countries of the UK, the meaning of key vocabulary, how to throw or catch, etc.

Cultural Capital - the extent to which schools are equipping pupils with **the knowledge and cultural capital they need to succeed in life.** The **essential knowledge and language/vocabulary** that pupils need to be educated citizens, through a rich and broad curriculum where they experience a wide variety of opportunities - within the curriculum, clubs, events, opportunities, trips, visitors. **Having a rich and wide vocabulary to succeed in life is an important part of this.**

The 3 I's

Intent – our **curriculum vision.** Our E-curriculum.

Implementation – **how we teach our curriculum.** How it is set up and the approaches that teachers use.

Impact – what **knowledge and skills the children have learned** as a result across all subjects.

Can you explain the meaning of these words to a colleague?

What is our E-Curriculum?
What are our 3 E's about?
Excellence, Entitlement,
Enrichment

IMPLEMENTATION

Planning

Learning activities are well planned, ensuring rapid progress in the short, medium and long term for all of our pupils.

Long Term:

- Each year children experience three topics (one in each term - Autumn, Spring and Summer). Across each year, the three topics will cover all objectives in each year groups' progression grids, which are based on the KS1 National Curriculum. To ensure our children never experience the same topic within their time at Wallace Fields Infant School & Nursery, we have a three-year rolling programme plan (Cycle 1, 2 and 3).

Autumn	Spring	Summer
Cycle One		
Lovely London	Ice Worlds	Wild and Wonderful
Cycle Two		
Turrets and Tiaras	Tyres, Tarmac and Take off	Splash!
Cycle Three		
Into the Woods	A Basket Full of Memories	Come with Me... Amazing Asia

Medium Term:

- Each term's learning journey is reviewed the term before it will be taught.
- Teachers use the progression grids (knowledge and skills) for each subject (see [website link](#)). Objectives for each year group are carefully sequenced so that the children's knowledge builds from what they have learned previously to the less familiar and new content. The progression grids also identify vocabulary that will be taught explicitly within the topic to add to the MTP document.

Short Term planning:

- Planning is written using either the school format or PowerPoint/smart notebook slides, according to the teacher's preference, however they must all include:
 - Learning objectives – *why this, why now, what next?*
 - Success criteria
 - Differentiated activities
 - Key questions
 - Focus for additional adults
 - Pre –teach
 - Key vocabulary
 - Plenary and mini plenaries
- KS1 Teachers write weekly plans for English, Maths (Power maths), Phonics/SPAG and Foundation subjects. Task Time plans clearly identify the objective outlining *why this? why now? what next?* Plans identify the key vocabulary and a challenge activity.

Example Task Time Planning:

Day	Subject	Teach/Recall	Knowledge/Skill	Why this? Why now? What next?	What Key Vocabulary? Area / Flow Why did you choose these words? How will you ensure they're used by the children?	What is the planned outcome? How will this be achieved? Resources	How are you ensuring challenge for the most-able pupils?	What provision has been made for children with EHC/SEND plans and lower-attaining children?
Monday	Geography	Teach	The child can make observations about and describe the local area	Need to learn the skill of describing an area. Need to do this prior to learning to describe physical/human features of an area. Teach physical/human geography.	Area Observation Describe Teaching skill of observing and making observations of an area. Through explicit teaching of key vocab and stem sentences e.g. 'I observed...' 'In my local area...' 'The observation I made was...'	Input: Chn to take photos on chrome books of the local environment. Discussions during the walk around modelling the key vocab/stem sentences. Task: On return chn to input photo to Google Docs and voice record their observations using the stem sentences/key vocab. Chrome books, stem sentences	Tree, playground, house, school, bus stop Which is the odd one out? Can you say why? (Should be related to the objective)	Pre-teach for key vocabulary. Stem sentences recorded for children to listen to.

- Reception teachers write weekly plans for Communication and Language, Power Maths, 'Others', Discovery and outdoor planning with general enhancement for Reception.
- Nursery teachers plan carpet learning, group activities and 'discovery activities' based on the 7 areas of the EYFS curriculum.
- An environment plan will be completed for EYFS for discovery learning for each new week. This captures possible provision for different learners across the classroom. For KS1 this is captured on the MTP.

Example Environment Planning:

<p>Area(s) of learning: What is the knowledge/skill you are developing? (Why this?) (From development matters)</p> <p>What focus will the adults have during interactions?</p> <p>What resources are you offering?</p>	<p>Area(s) of learning: What is the knowledge/skill you are developing? (Why this?) (From development matters)</p> <p>What focus will the adults have during interactions?</p> <p>What resources are you offering?</p>	<p>Area(s) of learning: What is the knowledge/skill you are teaching? (Why this?) (From development matters)</p> <p>What is the planned outcome for the group?</p> <p>What resources will you need?</p>
<p>Area(s) of learning: What is the knowledge/skill you are developing? (Why this?) (From development matters)</p> <p>What focus will the adults have during interactions?</p> <p>What resources are you offering?</p>	<p>Area(s) of learning: What is the knowledge/skill you are developing? (Why this?) (From development matters)</p> <p>What focus will the adults have during interactions?</p> <p>What resources are you offering?</p>	
<p>Key Vocab to <u>be taught</u> during Vocab time:</p> <p>Monday: Thursday:</p> <p>Tuesday: Friday:</p> <p>Wednesday:</p>		<p>Planned Enhancements:</p> <p>Why this?</p>

Weekly timetables:

- A weekly timetable will be used to map out the flow of the weeks work with details added to support teaching.
- Each teacher will plan a weekly timetable like the one below with:
 - **Things that cannot be changed** – assembly time, break time, lunch time, PE, music and phonics, reading slots, computing skills slot, science slot.
 - **Weekly ingredients:**

KS1 Weekly 'ingredients'	Reception Weekly Ingredients	Nursery Daily Ingredients (Big Stars)
<ul style="list-style-type: none"> • <u>5</u> phonics (Y1) 4 • <u>3</u> phonics/S spelling rules (Y2) • 3 whole class English sessions • 3 reading practice sessions • 1 handwriting or SPAG session (alternating each week) <u>3</u> handwriting sessions per week • <u>1</u> spelling rule session per week • 5 whole class maths sessions • 3 whole class any other subject inputs e.g. art/history/geography/DT/music and 2 hours of PE • 1 whole class science session • 1 whole class computing session • <u>3</u> 4 Task Time sessions 	<ul style="list-style-type: none"> • 5 phonics sessions • 3 <u>4</u> handwriting sessions • 5-2 Power Maths <u>maths</u> learning sessions • <u>4</u> Mastery in Maths learning sessions • <u>3</u> 4 Vocabulary sessions • 5 story time sessions • Extended Discovery times throughout the week 	<ul style="list-style-type: none"> • Key group storytime • Carpet learning • Group activity time • 1 music session • <u>Discovery</u> time • <u>2</u> Vocabulary sessions

Example EYFS timetable:

Weekly Timetable



Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Lunch time: 11:40-12:10 - AT lunch slot (1:1 for pm slot) 1:20-1:50 - AT lunch slot (1:1 for qss slot)	Lunch time: 11:40-12:10 - AT lunch slot (1:1 for pm slot) 1:20-1:50 - AT lunch slot (1:1 for qss slot)	Lunch time: 11:40-12:10 - AT lunch slot (1:1 for pm slot) 1:20-1:50 - AT lunch slot (1:1 for qss slot)	Lunch time: 11:40-12:10 - AT lunch slot (1:1 for pm slot) 1:20-1:50 - AT lunch slot (1:1 for qss slot)	Lunch time: 11:40-12:10 - AT lunch slot (1:1 for pm slot) 1:20-1:50 - AT lunch slot (1:1 for qss slot)
8:50 - 9:00	Morning game/Register				
9-9:30	Phonics				
9:30-9:50	Reading Group - Decoding	Reading Group - Prosody	Discovery Time and group learning Outdoor: Megan and Ilayda	Reading Group - Comprehension	Discovery Time and group learning Outdoor: Trish and Laura
	Handwriting	Handwriting		Handwriting	
9:55 - 10:20 (adults to go for breaks)	Discovery Time and group learning Outdoor: Laura and Trish	Discovery Time and group learning Outdoor: Megan D and Trish		Discovery Time and group learning Outdoor: Ilayda and Laura	
10:20-10:50		Music	Vocab with Milk and Snack		Time To Shine Assembly
10:50-11:00	Vocab with Milk and Snack	Vocab with Milk and Snack	PE 10:30-11:20	Vocab with Milk and Snack	PE 10:30-11:20
11:00-11:55	Discovery continued				
11:55-12:10	Maths				
12:10-12:20	Every Second Counts (handwashing) (ATs to set up hall)				
12:20-1:20	Lunch Time				
1:20-1:25	Register				
1:25-1:35	Numberblocks Maths				
1:35-2:30	Discovery Time and group learning				
	Outdoor: Ilayda and Anne-Marie	Outdoor: Hanna and Anne-Marie	Outdoor: Megan D and Hanna	Outdoor: Hanna and Anne-Marie	Outdoor: Hanna and Anne-Marie
2:30-2:40	Tidy Up Time				
2:40-2:55	Story Focus:	Story Focus:	Story Focus:	Story Focus:	Story Focus:
3:00 - 3:15	Every Second Counts (getting ready for hometime)				

Example Year 1 timetable:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:00	Handwashing, register, change books and morning work				
9:00 – 9:55	Maths	Music/Library	Maths	Maths	Maths
10:00 – 10:15	Assembly	Assembly	Assembly	Assembly	Assembly
10:15 – 10:30	Playtime				
10:30 – 11:20	English	Maths	English	English	Computing
11:20 – 11:45	Reading Groups – Decoding Speedy Maths	Reading Groups – Phonics Speedy Maths	Reading Groups – Comprehension Speedy Maths	Handwriting	Handwriting
11:45–11:50	Every Second Counts (Handwashing)				
11:50–12:50	Lunch				
12:50–12:55	Register				
12:55–1:25	Phonics				
1:25 – 3:00	Task Time	PE (50 mins)	Task Time	Task Time	PE (50 mins)
	Task Time	Task Time	Task Time	Task Time	Task Time
3:00– 3:15	Storytime and Home				

Example Year 2 timetable:

Year 2 Timetable - WB: 11 th October 2021					
Time	Monday 9.30 – 10.00 Faye Rec 2.30 – 3.15 Gabby Eco time	Tuesday 9.30 – 10.00 Faye Rec AMN – subject lead time	Wednesday	Thursday PPA Day – AT's early lunch AMN cover Esme ECT time - am	Friday 10.35 – 11.05 Faye Year 1 Gabby cover Rec - am
8:50 – 9:00	Handwashing, register, change books and morning work				
9:00 – 9:55	Maths Unit 2:6	Music/Library	Maths Unit 2:8	Maths Unit 2:9	Maths Unit 2:10
10:00 – 10:15	Assembly	Assembly	Assembly	Assembly	Assembly
10:15 – 10:30	Playtime				
10:30 – 11:20	English – To recall the key events of school trip in the correct order (SEND to have pictures)	Maths Unit 2:7	English – To create boxed up plan for recount of trip and start	English – To write/edit a recount of our school trip	Computing
11:20 – 11:50	Reading groups/Decoding (Speedy Maths)	Reading groups/Phonics (Speedy Maths)	Reading groups/Comprehension (Speedy Maths)	Handwriting	
11:50 – 12:20	Phonics	Phonics	Phonics	Phonics	Phonics
12:20 – 12:30	Every second counts/Handwashing				
12:30–1:30	Lunch				
1:30 – 1:35	Register				
1:35 – 3:00	Task Time Art Teach – making colours darker Computing Recall – what is an algorithm Science Recall – sorting animal groups Re Recall – what we know about Christian God	Task Time Geog Teach – human & phys features Computing Recall – what is an algorithm Science Recall – sorting animal groups Re Recall – what we know about Christian God	PE (KF) 1.30 – 2.15 Fundamentals PE (Ow) 2.15 – 3.00 Ball Skills Science Plan scientific observation to identify physiological changes before, during and after exercise.	Task Time PSHE Teach – to understand what inappropriate touching is Computing Recall – what is an algorithm Science Recall – sorting animal groups Re Recall – what we know about Christian God	PE SCL (KF) 1.30 – 2.30 PE Fundamentals (Ow) Handwriting
3:00– 3:15	Handwashing, Story and Home				

Classroom ethos and environment:

- At WFIS & Nursery an environment exists which enables the children to feel safe, secure, stimulated, motivated and happy.
- The children are respected and respectful and have a sense of ownership about their learning community.
- School and British Values are displayed in the hall and are linked to everyday learning. They are reinforced in the classroom, modelled by adults, and shared during time to shine assemblies.

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- The children use good manners when they address each other and adults.
- The children have access to a variety of teaching approaches, experiences and challenges which enthuse, engage and motivate them to be life-long learners.
- Through high quality teaching and learning, the children are equipped with the necessary skills required to become independent learners.
- The classroom structure and behaviour expectation is made explicit, and routines and expectations are made clear.
- There is consistency in behaviour and discipline through the use of whole school systems such as the behaviour rainbow and behaviour records recorded in CPOMS logs.
- Children move sensibly and quietly around the school embedding our 'walking not talking' policy.
- The children value themselves and others, embracing all, i.e., races, cultures, colours, genders, religions or abilities.
- Staff are reflective, which enables them to consider their own teaching pedagogy, identifying strengths and weaknesses through team teaching and coaching, training and staff development, to drive school improvement.

Classroom ethos:

- Our School Values and British Values are at the heart of everything we do.
- Every child will feel valued and cared for in our school.
- We will all focus our praise on positive behaviour and choices, giving dojos, tokens, super star stickers and head teachers awards to acknowledge this.
- All staff will model the polite, kind behaviour they expect to see from the children.
- Staff and children will demonstrate a growth mind-set attitude to learning: 'we can't do it yet!' 'making mistakes is all part of the learning process'.
- Children will be spoken to with respect and calmness.
- The behaviour windscreen will be used in each classroom and children will all start the morning and afternoon on 'I'm ready to learn'



Classroom environments:

- The classrooms are designed to reflect the topic and create the 'wow factor' to encourage curiosity and excitement about the learning to come.



- All **KS1** classrooms will have enough chairs, one for each child, but not a set place for each child. All children will be able to sit at a table when this is required.
- Children are expected to move around the classroom and work in different places throughout the day. Flexible working groups will take place.
- Year 1 have an outdoor area. These learning tasks are all linked to the knowledge and skills for each curriculum subject. The outdoor area is an extension of the classroom and allows children to deepen their learning on a larger, practical scale. Integrating learning and outdoor experiences provides relevance and depth to the curriculum. Well-constructed and well-planned outdoor learning helps develop the skills of enquiry, critical thinking and reflection.
- Classrooms are well organised and resourced. Zones (including outside for Year 1) will be set up during Task Time to include:
 - Art and design

- Reading area
- Role play
- Construction/small world
- Computing to support other foundation subjects



Display:

- Reception classes will use **Learning Patches** and these can be themed alongside the main topic.
- Key Stage 1 classes will have 'Working Wall' materials on display and key vocabulary walls. They will be used to support the children in their learning and added to accordingly.
- All classes will showcase the high quality work produced by the children in class.

Task Time in Year 1 and Year 2

'Task time' activities provide the children with the opportunity to build on our 'teach, recall, recall, recall' approach, ensuring children '*know more, remember more and understand more*', thus making progress. Children will transfer learning from their short-term memory to their long-term memory using this approach.

Task Time Principles:

How does Task Time work?

Principles

- Four sessions per week.
- Learning based on principle of 'teach, recall, recall, recall'.
- 6 tasks are planned each week, 3 are new learning (Teach) and 3 are retrieval tasks (Recall).
- Teacher matches carpet learning to each teach task TEACH activities are set up and allow the children to explore the subject and develop new knowledge and skills. Teach tasks explore new learning for the first time.
- RECALL activities – a variety of activities will be set in subsequent sessions/weeks/term that provide an opportunity for recall of key knowledge and skills. Retrieval tasks are spaced to address cognitive overload (e.g. week 1 skill taught, week 2 task time activity, week 4 task time activity, week 8 task time activity).
- Adults roles – focus group for one activity or facilitating all children.
- Children's resilience and independence is also developed when they lead their own learning on some activities.
- Tasks are based on the Medium Term Plan aligned to knowledge and skills progressions and key vocabulary.

Tasks

- Menu stand task descriptions clearly identify knowledge/skill in focus and the subject taken from the progression grid.
- All teach tasks are 'MUST DO' tasks clearly identified by coloured paper or star sticker on menu stand.
- Don't always require a written outcome (QR code linked to clips, photos, Purple Mash task etc.)
- Tasks adapted where necessary for EHCP children/others and challenge activities for all children.
- Subject zones rotate weekly but also roleplay, small world
- Roleplay/construction/outdoor area activities must have a different weekly focus linked to knowledge and skills.
- Children in Year 1 and 2 place their task time outcomes in the 'I'm finished' tray, or in their individual 'I'm not finished' folder at the end of each session. Teachers uphold their high expectations and may return work to the child with feedback to ensure the learning is high quality.

Assessment

- Teachers give on-going VERBAL FEEDBACK while facilitating task time and when they talk through the 'I'm finished' tray or any work that has been returned as 'needing more time' (may also be on post-it notes).
- Teacher assessment is focused around the key MILESTONES that all children need to achieve by the end of the year.
- Children are responsible for backing and mounting one piece of learning per week that they are most proud of (Year 1 increase independence beyond Autumn term).
- CONTEXT STICKERS for activities identifying subject/s and main knowledge or skill in bold
- Include roleplay evidence once a term (photo and comment or QR code).
- Headteacher/SLT stickers with free comments.
- Faculty curriculum groups use a sample of learning journals for key groups (EHCP, SEND, EAL, PP, Middle, Able) to ensure coverage, pitch/level of challenge and quality of outcomes.

Activate Windows
Go to Settings to activate

Examples of task time activities:



Year One

Year One

Year Two

Year Two

- Class teachers are responsible for setting up a system in their classrooms to ensure that children complete 'must do' tasks and for organising 'finished work', passed and not passed baskets.



Grouping of children:

- Fluid groups will be used in English and Maths to ensure individual needs are met on a daily basis.
- For whole class teaching and 'Discovery Time' children will work in mixed ability.
- Children will have the opportunity to work with all the children in their class every week, not just those of the same ability or gender.
- Children will not feel labelled in a set group but rather know they work with different children for different things.

Recording of learning

Learning Journals in Year 1 and 2:

- Each term every child in Year 1 and Year 2 will have an A3 project book (scrap book style).
- The whole range of subjects in the curriculum will be evidenced in the learning journal. All the outcomes planned in the learning journey will be captured in the project book in sequence.
- Context stickers will be used so the reader understands what learning has taken place. They will identify the subject and if the activity was a **teach** or **recall** activity.
- The child will record their learning in different ways and all the styles will be part of the project book, e.g. photos, paintings, art work, diagrams, information grids, DT models if they fit, QR codes etc.
- English is recorded in English books, however, the final edit is published in the learning journal.



Journal Presentation:

- Staff will ensure that presentation of work is actively taught and will be a main focus at the start of each academic year during establishing weeks. It will then be referred to periodically throughout the year.
- **Mounting work:** Children will be trained at the start of each year around the high expectations for preparing and mounting their work in Learning Journals. There are regular assemblies to share good examples of how to mount your work and display it in your learning journal. Each KS1 class will have a 'Mounting Station' set up in class. To develop a sense of pride in their work, each week the children select one piece they will mount themselves to present in their learning journal.
- All learning will be written in a sharp pencil. Children will be taught how to sharpen pencils during establishing weeks and reminded to ensure pencils are sharp. One single line is used to cross out mistakes, using a ruler.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- All drawings and diagrams will be in pencil. Pencil crayons are used for colouring. Coloured pens will only be used for specific reasons by children, e.g. blue handwriting pen for self-correcting & next steps.
- Presentation will be monitored by all staff on a regular basis through during book looks.
- All learning will be dated.
- Adult feedback will be written in neat and handwriting relevant to the year group.

Tapestry in Nursery and Reception

- Tapestry is used as a collection of 'wow' learning moments.
- In Reception, ~~focus group learning is recorded on Tapestry which links to the area of learning. In addition to this,~~ a 'wow' moment is captured ~~weekly~~fortnightly for each child. These 'wow' moments are significant achievements for individual children.

Other books and recording:

As most work will be presented in the learning journal, the number of exercise books has reduced. Each year phases will have the following for each child:

Year One and Two:	Reception:	Nursery:
<ul style="list-style-type: none">• One A3 learning journal per term• Blank A4 handwriting practice book moving to one line per page for placement then page of large lines as the child's hand control strengthens• Spelling Book• Reading record• Home handwriting/spelling folder• Phonics book (Y1 and Y2)	<ul style="list-style-type: none">• Learning patches learning from learning patches then is kept in a file.• Tapestry• Reading record• The learning journey will be displayed in the shared area in between the classrooms	<ul style="list-style-type: none">• The learning journey will be displayed on display boards in the classroom• Learning journeys for children's art work observations will either be written on the artwork or written on Tapestry• Tapestry (electronic records)

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<ul style="list-style-type: none"> • Book of Brilliance for Home Learning • Power Maths book • English writing book 		
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Feedback and assessment:

- Teachers use questioning and observation to check children's understanding in lessons. Children receive frequent verbal feedback from teachers, assistant teachers and their peers on ways to improve their learning. They are also given the opportunity to self and peer assess.
- **VF** will be written if children have had verbal feedback.
- High expectations are clear for all children, through the use of learning objectives and success criteria and children's learning is then assessed against these.
- Class teachers assess core subjects at each of the main assessment points. Foundation subjects are assessed using our Milestones overviews at the end of each term.
- At the end of the term, the child and teacher will complete the termly evaluation sheet below before the book is shared at home. Adults at home are invited to respond to their child's work.
- During parents' evening children and parents will continue to complete 'proud work' stickers



The form is titled "Our Learning Journal Reflection" and contains three sections for reflection:

- Reflection from Pupil:** A large rectangular box for the pupil's reflection.
- Reflection from Teaching Team:** A large rectangular box for the teaching team's reflection.
- Reflection from Parent:** A large rectangular box for the parent's reflection.

SEND/EAL Learners:

In order to ensure Wallace Fields Infant School and Nursery is fully inclusive, children will (in the main) work towards the same learning objective and teachers will differentiate using various methods. These include the use of word banks, cloze procedure, different learning tools including number lines, practical resources, differentiated levels of questioning and scaffolding. The level of adult support given will support children in achieving their learning objectives.

Working with parents and home learning:

- There are strong links between home and school and the importance of parental involvement in their child's learning is recognised, valued and developed.

- In years 1 and 2 half termly 'Book of Brilliance' is designed to encourage the children to work collaboratively with their children on activities related to their topic.
- Parents are encouraged to help out in classrooms, on school trips and also come into school to share any expertise they may have, linked to school topics/events.
- Social media such as Tweets/Facebook is used to communicate with parents and also share the highlights of learning experiences of children in school.
- Parents are invited into school regularly throughout the year, e.g assemblies, curriculum talks, parents evening, however we are mindful of working parents

Home Learning activities:

Year One and Two

- Book of brilliance (6 topic related tasks per half term)
- Children take home a fully decodable phonics book to read weekly
- Children take home a shared reading for pleasure book daily
- Reading Eggs
- Numbots
- Fortnightly Maths Fluency activity
- [Spellings/h](#)Handwriting
- [Spelling Shed access](#)
- Children take home the sounds they are learning that week. These are stuck into a phonics book.

Nursery

Include suggested activities on their weekly newsletter

Big Stars take library books home each day

Story sacks to share at home

Reception

- Children take home a fully decodable phonics book to read weekly
- Children take home a shared reading for pleasure book daily
- Reading Eggs
- Numbots
- Children take home the sounds they are learning that week.

The role of governors:

- Our governors determine, support, monitor and review the school policies on teaching and learning, and our 'Curriculum Policy'. In particular they:
 - Support the use of appropriate teaching strategies by allocating resources effectively
 - Ensure that the school buildings and premises are best used to support successful teaching and learning
 - Monitor teaching strategies in the light of health and safety regulations
 - Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
 - Ensure that staff development and performance management policies promote quality first teaching
 - Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders (impact and action statements) and the head teacher's report to governors.
- Link Governors have been set up to help the subject leader get the support they need to raise standards and get the insights they need to help the board hold the subject leader and other staff to account and drive improvement. They will help the other governors understand what teaching and learning looks like in practice for their subject area.

Curriculum Leadership:

What is the role of the Subject Leader at WFIS & Nursery?

The Core Purpose of the subject leader's role is... *'To provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.'*

The four key areas of subject leadership are:

- Strategic direction and development of the subject
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

The core purpose of a Subject Leader:

- Provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
- A subject leader provides **leadership and direction** for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject.
- While the Head Teacher and governors carry overall responsibility for school improvement, a subject leader has responsibility for **securing high standards of teaching and learning** in their subject as well as playing a major role in the development of school policy and practice.
- Throughout their work, a subject leader ensures that practices **improve the quality of education** provided, meet the needs and aspirations of all pupils, and **raise standards of achievement** in the school.
- A subject leader plays a key role in **supporting, guiding and motivating teachers** of the subject, and other adults.
- Subject leaders **evaluate the effectiveness** of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject.

A subject leader identifies needs in their own subject and considers these in relation to the overall needs of the school. It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils. Therefore they will write and implement 'Subject Leader Action Plans' linked to the School Development Plan. Subject Leaders will periodically evaluate their subject through 'Action and Impact Statements', which will be used to report to Governors and inform on going actions and plans.

- The degree to which a subject leader is involved in monitoring to provide the range of information for evaluation will depend on school policy and be influenced by the size of the school (**FADEs will be carried out regularly**).

National standards for subject leaders: In 1998, the Teacher Training Agency (TTA), whose remit is now covered by the National College for Teaching and Leadership, developed a set of non-statutory national standards for subject leaders (A DfE representative confirmed that the standards have not been updated since 1998). Please follow the link for a copy of 'National Standards for Subject Leaders' [subject_leader_standards.pdf](#)

Overview of teaching and learning and curriculum definitions.

Responsibilities	What is this?	How often?
Curriculum Design: Intent	Intent must be clearly defined in a curriculum vision. It is everything we do. The knowledge and understanding at each stage. <i>“the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage”</i>	Set for the year and reviewed.
Implementation	How will we get them there? <i>“the translation of that framework over time into a structure and narrative, within an institutional context.”</i>	Ongoing
Impact	Evaluating what they will have gained (NC expectations) <i>“the evaluation of what knowledge and skills learners have gained against expectations.”</i>	Ongoing
Subject leader Action plan Click here for the template	Set no more than three objectives for the year linked to the School Development Plan. What are we aiming to achieve? Actions: What will happen to achieve the outcome? Success Criteria: What will we see when you have achieved the objectives? Monitoring and Evaluation: How will you measure the impact and decide on next steps?	Ongoing throughout the year, but must be reviewed termly.
Impact and Action Statements	Use the objectives from your action plan. What actions have put in place? What impact have you had? What evidence do you have to make this conclusion? What are your next steps?	Updated in February and July
Curriculum Offer	This is most important! What do we want the children to leave with? Breadth of knowledge and experience. It's not about teaching for the short term memory, as this means nothing as children can't remember it or apply it. How are we developing our curriculum to enable children to transfer skills from the short term memory to the long term? We want children at WFIS to know more and remember more (and understand more). We use 'teach, recall, recall, recall' to develop this.	Set for the year and reviewed.
Knowledge and Skills	<i>‘Knowledge and skills are closely interconnected. Ofsted considers a skill to be the capacity to perform complex operations, whether cognitively or physically, drawing on what is known’.</i> What do we want the children to know? What do we want the children to be able to do? Related to the National curriculum. Not just interesting facts.	
Milestones	What are the key things we want the children to know? Highlighted in the progression grids. We will use the process of 'teach, recall, recall, recall' to ensure this knowledge 'sticks'.	
Progression grids	Through the progression grids we have mapped out the curriculum from Early Years to the end of Year 2. They are carefully sequenced identifying the skills and knowledge to be taught (why this? why now? What next?).	

Vocabulary	What key vocabulary would I expect to be taught at each year group? Highlighted in the progression grids. Monitored in planning and through pupil discussion/journal outcomes.	
SEND	How do SEND/EHCP pupils access the curriculum, particularly in your subject?	
FADES	School Review and Evaluation. The template we use to record our monitoring. (Focus, Analysis, Do, Evaluation of Impact)	Ongoing throughout the year. Regularly reviewed.
Book look	Looking through samples of learning with a particular focus (triangulating with planning, intent, teaching and learning). Recording evidence on a FADE. Sharing positives with staff and identifying actions/next steps. Setting a review date.	Ongoing throughout the year. Regularly reviewed.
Learning walk	A focussed walk around the school, to support with the triangulation process. Looking at learning environment: is it calm and purposeful? What resources are available? Role of AT? Role of teacher? Pupil engagement and independence?	Ongoing throughout the year. Regularly reviewed.
Pupil voice	Focussed discussions with the children about their learning and experiences. e.g. <i>'I love Power maths because it's lots of work and I really like the challenges'</i> and <i>'I love maths and I like using all the things to help me'</i> (concrete resources)	Ongoing throughout the year. Regularly reviewed.
Teacher Voice	Focussed discussions with adults about the children's learning and experiences. e.g. <i>'The vocabulary that the children have been using within their vocal reasoning has been incredible for the start of Year 1.'</i>	Ongoing throughout the year. Regularly reviewed.
Deep dives	Deep dives are a methodology that Ofsted inspectors use to gain a deeper understanding of a school's curriculum. A 'deep dive', which involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects, is to seek to interrogate and establish a coherent evidence base on quality of education. 1. Top level view with SLT (max 5. Subjects. Always reading and maths with three foundation subjects. What is the view of SLT? Strengths and weaknesses. How is curriculum designed? 2. Middle leaders . Talk about the sequence of progression from EYFS to end of KS1. Knowledge and skills. NC expectations. Why this? Why now? What next? 3. Connect the dots . What are we seeing when we observe in lessons? Do all of the dots add up? Lesson visits and work scrutiny. <i>'This is what you will see. This is why. When they leave us...'</i> Everyone MUST be saying the same messages. The aim of the deep dive is to 'test' leadership and management at all levels.	Ofsted Subject leaders SLT
Cultural capital	<i>'As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that</i>	Every year

	<p><i>pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.'</i></p> <p>What are the children's starting points? Finding out key information from early years teachers, e.g. working parents, newly arrived to UK. Our children's cultural capital may be the 'softer skills' deficit. How are we building on from this to close the gaps?</p> <p><i>'Inspectors aren't inspecting 'cultural capital'; they're looking at whether the school provides a rich and broad curriculum. A great curriculum builds cultural capital.'</i></p> <p>Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what 'cultural capital' means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.</p>	
Progress	<p><i>'Progress, therefore means knowing more (including knowing how to do more) and remembering more. When new knowledge and existing knowledge connect in learner's minds this gives rise to understanding. As learners develop unconscious competence and fluency, this will allow them to develop skills. Progress should not be defined by hitting the next data point. Rather, if learners attain within a well-sequenced, well-constructed curriculum, they are making progress.'</i> Knowing more, remembering more (and understanding more) knowledge and skills.</p>	
Learning	<p><i>'Learning has been defined as cognitive psychology as an alteration in the long term memory. If nothing has altered in long-term memory, nothing has been learned.'</i> How do we alter the long term memory? Learning must be memorable. Recall must be on the sticky knowledge.</p>	
Working memory	<p>How do we help to free up the working memory? Transfer knowledge from the short term to the long term memory to free up the working memory: 'teach, recall, recall, recall.'</p>	
Automaticity	<p><i>'Automaticity is the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. Examples of tasks carried out by 'muscle memory' often involve some degree of automaticity.'</i></p> <p>Concepts children must have mastered. We should not have to teach it again (this doesn't apply to all skills, e.g. essential core skills). What are the absolute basics that you think children should have?</p> <p><i>'Ofsted will pay close attention to whether pupils are readily able to remember previously gained understanding of facts, concepts and procedures necessary for subsequent mathematical activities, e.g. automatically recalling number bonds of addition and subtraction.'</i></p>	
Going on training	<p>CPD (Continuing Professional Development) - helping to enhance and deliver our curriculum.</p>	Ongoing

Delivering training	Supporting others to develop their skills and knowledge, in order to deliver a high quality curriculum.	Ongoing
Resources	Monitoring and ordering resources.	Ongoing
Subject leader release time	We aim to support teachers with their release time where possible, however subject leadership forms part of the teaching standards. Regardless of release time, there is an expectation to fulfil subject leader responsibilities.	