

Totley Primary School



Wider Curriculum Policy

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Reviewed by:	Kate Llewellyn
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Whole School Policy for the Wider Curriculum subjects

Introduction and Aims

This policy outlines how our school fulfils its commitment to teaching and learning in the wider curriculum and ensures that all children achieve their full potential in all wider curriculum subjects. It is our intention that the teaching and learning of all subjects should be challenging, fun, practical, relevant and develop the skills required by children to succeed in the 21st century. Throughout the wider curriculum, basic skills of reading, writing and maths will be transferred and evident in lesson planning and children's work.

Curriculum and Planning

Our Curriculum is organised in a 2 year topic cycle. We are flexible in our approach, allowing us to extend and change our topics according to specific interests or upcoming events. We ensure that children cover a broad curriculum using the skills from the Focus Education Learning Challenge Curriculum guidance. This provides progression, pitch and continuity from Year 1 to Year 6 by detailing the skills and knowledge in the form of specific objectives that teachers should plan for in each year. Teachers use these objectives to plan topics, which incorporate a range of wider curriculum subjects and include differentiated activities to match the needs of all pupils within their classes. The medium term plans outline the wider curriculum enquiry, skills and knowledge that the children will cover during the topic and assessed, levelled questions will be posed to the children. These will then lead to further questions initiated by the children and answered throughout the topic. There are no set time scales that a topic has to adhere to.

Teaching and Learning

All wider curriculum subjects will be taught throughout the year and assessed at points throughout a bi-yearly cycle. Lead and subsidiary subjects are clearly planned within topics and coverage is monitored through long term, yearly plans. Subjects are not meant to be taught in isolation if links can be made and the transference of basic skills should be evident in all lessons. Learning should be holistic and cross-curricular and fundamentally led by the children.

During wider curriculum lessons, the emphasis is on interactive teaching which strives to engage every child. Careful, often open-ended questioning is a priority, as teachers seek to develop understanding and push learning forward actively. Children may be given specific thinking time, to discuss possible answers with a partner, group or write on a whiteboard. Tasks will be differentiated to reflect ability, with the aim that all children will be challenged at the level which is appropriate for them to make the best progress in their learning through carefully selected assessment targets.

Topics are introduced through pre-learning, which should engage and stimulate the children's interest in the upcoming topic and provide an understanding on which to ask quality questions. Assessment of children's existing knowledge, understanding of the topic and interests are used to inform and direct planning and teaching. Skills and targets are shared with the children at the start of the topic and displayed in child friendly language in their learning journey for reference and self - assessment throughout the topic. A learning wall will be displayed in the classroom which evidences the over-riding question, the journey of the children's learning and the outcome at the end of the topic and can be used by adults and children for reference of the journey of their learning.

Every 'big question' has an outcome that analyses the learning which has taken place throughout the topic. This outcome will be presented to the children in various ways throughout the year and may include use of ICT, writing opportunities, speaking and listening activities and community events involving parents. As much as is possible, hooks will be provided throughout the topics so that children have key events and experiences on which to hang their learning.

Assessment and Recording

Totley Primary is committed to assessment for learning. Teachers undertake informal assessment on a regular basis through a range of strategies that include marking, discussions, direct questioning and observations. These all link to teacher's overall assessment on the pupils. Assessments are recorded on planning and necessary changes are made. Teaching Assistants contribute to these assessments as do children through self and peer evaluation. Marking is carried out in line with the school's marking policy, with "Ticks" and "Targets" for the children to consider and green pen work set. Green Pen Work activities are designed to reinforce the learning which has taken place in the lesson, pick up on misconceptions or introduce next steps of learning.

The school uses assessment questions, developed from the Focus Education materials, to help teachers to assess children's work in the wider curriculum subjects. Targets are set at the beginning of a topic and are evident in children's individual learning journeys. Progress is regularly assessed and recorded throughout each topic using a range of evidence gathered in a variety of ways. These may include teacher or teaching assistant notes from observations, children's own assessments of their progress, marking of written work, photographic evidence, video evidence (evidenced as QR codes in books), observations of practical work and strategies used to problem solve. This process informs teachers' assessment of children's progress throughout the topic, which is recorded on the year group Pupil Progress Tracker and reported to the Senior Leadership Team during summer Pupil Progress Meetings. However, to allow for accurate assessment and coverage, there is a bi-yearly cycle of planning and assessment and class teachers work together to ensure that all children are secure in their year group objectives at the end of Y2, Y4 and Y6 in all wider curriculum subjects. There is an expectation that this assessment is tracked and analysed at the end of Y2, Y4 and Y6.

Formal reporting of progress to parents is in the form of a written report at the end of the year and discussions in the Autumn and Spring term parents' evenings. Governors are made aware of progress during the Standards committee meeting.

Monitoring/Reviewing

The curriculum leader, with the support of the SLT, is responsible for evaluating the effectiveness of the wider curriculum at Totley Primary and this self-evaluation feeds into the Whole School Development Plan. The monitoring outcomes are reported to the Governing Body Standards Committee on a termly basis. The Raising Attainment Plan is shared with all Governors and developments are outlined in the termly Head Teacher's report.

The curriculum leader monitors the standard of teaching and learning and assessment in the wider curriculum through lesson observations, planning and work scrutinies, standards reviews, pupil interviews and pupil progress meetings. Regular whole staff, CPD moderation and training activities are undertaken to ensure accurate assessments and consistency in planning and delivery of the wider curriculum. Staff development in the wider curriculum takes into account both individual and whole school needs and supports the requirements of the School Improvement Plan.

Budgets are set in line with the whole school budget setting policy. Pairs of classes are allocated a budget to enhance the wider curriculum. This is monitored by the Curriculum leader, SLT and the Governors.