

Ocker Hill Academy



Aim High ● Aim Higher

Ocker Hill Academy Teaching of the Curriculum Statement

To be reviewed in line with Ocker Hill Academy Policy Guidelines

Mission Statement

Our mission at Ocker Hill Academy reflects a passionate commitment to providing children with a safe and dynamic learning experience. Driven by a desire to offer the best possible education, all children have access to a broad and balanced curriculum where they are encouraged to think deeply in lessons and taught knowledge-based objectives and skills as building blocks for life. Learning is underpinned by strong formative assessment principles. Pupils understand, and celebrate, what they do well and where their next steps in learning lie preparing them to be successful, knowledgeable and responsible citizens for the future.

Strategic Overview

At Ocker Hill Academy, all governors, teachers, support staff and parents are committed to working towards:

- Providing an environment where children feel safe, happy and secure.
- Providing children with equality of opportunity without prejudice.
- Building a curriculum with reading at the heart.
- Raising standards in literacy, (*with particular focus on writing, spelling, grammar and punctuation*) numeracy and science through the continuing development of high-quality teaching and learning.
- Inspiring a love of reading across all curriculum areas to build strong, independent readers who can read for purpose and pleasure.
- Ensure a broad and balanced curriculum for children of all abilities to experience and enjoy.
- Having high expectations of learning behaviour throughout the academy and wider community.
- Developing moral and social values, underpinned by British Values, within our learners.
- Maintaining consistent transition procedures and link with the feeder Infant School and all subsequent High Schools.
- Cultural Capital- Providing children with the essential knowledge they need to be educated citizens, helping to engender an appreciation of human creativity and achievement.

At Ocker Hill Academy we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and challenging. Through our teaching of the National Curriculum we equip children with the knowledge, skills and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and Objectives

At our academy we provide a rich and varied learning environment that allows children to develop their knowledge first, followed by skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens.

3 Effective learning

When planning teaching and learning in the curriculum we follow the foundations of outstanding teaching that reflect the learning ethos of the academy.

These are:

Meta-cognition and self-regulation strategies

Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom (Higgins et al., 2005). This is usually through teaching pupils various strategies to plan, monitor and evaluate their own learning (Haller et al., 1988). It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion (Higgins et al., 2005). Self-regulation (Dignath et al., 2008) refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. These approaches tend to have a consistent beneficial impact on learning outcomes both in terms of cognitive measures as well as curriculum outcomes (Higgins et al., 2005; Klauer & Phye, 2008).

Effective feedback

Black and Wiliam (1998), in developing Assessment for Learning (AfL), emphasised the use of feedback to close the gap on current performance relative to a desired goal or outcome, and highlighted the importance of the student in identifying the gap and acting on the information (see also Metacognition and self-regulation strategies).

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Pair work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of IT and the internet;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Responding to musical or recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.
- Visits from presenters and outside agencies.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

4 Effective teaching

When teaching we focus on motivating the children and building on their knowledge, skills and understanding of the curriculum. We use Curriculum Year Group Overviews and Progression Maps to guide our teaching. These set out the learning objectives, success criteria and detail what is to be taught to each year group.

We plan our lessons with clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at Ocker Hill Academy is of the highest possible standard.

The curriculum

Our curriculum is sequenced using the national curriculum. The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. It is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Planning and preparation

Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. In addition, lesson plans clearly show how teaching assistants are used to enhance learning. Each plan contains a list of resources to be used during the lesson and how these resources will complement teaching. Timings and structure are made clear and the plan clearly demarcates the salient parts of the lesson. The academy gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

In-class support

Learning Support Assistants are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with special educational needs and academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of additional support.

Pupil involvement

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout alongside the success criteria.

High expectations

The academy sets high expectations for all pupils, regardless of ability, circumstances or needs.

Special educational needs (SEND)

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of pupils requiring support. In addition, the academy has adopted a policy containing policies and procedures for assisting our pupils with SEND.

Personalised Plans for SEN Students

Every child on the SEN register has their own personalised plan. These plans include individual targets in addition to input from the child, academy staff and parents. This input is designed to provide all people working with the child to consider how the child learns best in order to have a positive impact on their learning and wellbeing.

EHC plans

Some young people with SEND may require additional support from professionals outside of the academy setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an education, health and care (EHC) plan will be sought.

They include special educational provision, health provision and social care provision. More information can be found in the academy's special educational needs policies.

5 Organisation and planning

We plan our curriculum in two phases. We agree a Curriculum Year Group Overview for all subjects in the key stage. This will indicate what topics are to be taught in each term, and to which groups of children. We review these documents regularly.

The topic overviews are then broken down into progression maps outlining all objectives to be taught term by term. This regulates consistent sequencing and coverage of all necessary knowledge and skills across the key stage. These are monitored regularly to ensure planned coverage matches what is actually taught.

Our weekly plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson and how pupils' progress will be assessed. All objectives are triangulated with termly overviews and progression maps.

We look to make cross curricular links where appropriate particularly emphasising literacy and numeracy and have the following key themes run through our curriculum to build our values.

6 Key Themes

The following themes have been deemed 'key themes' by the academy teaching staff:

- Chronology
- Movement and Migration
- Culture Society and Change
- Governance
- Achievements and Legacy
- Health and Diet (to include mental health and wellbeing)
- Equality
- Communication
- Community

We will plan the curriculum to develop and understanding of these key themes in all pupils to meet the overall aims of the curriculum. We value these key

themes as we feel they enrich an understanding of modern life. We plan the curriculum to develop these key themes, for all pupils, to meet the overall aims of the curriculum.

7 Assessment

Formative assessment (Assessment for Learning)

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Teachers use Assessment for Learning to provide on-going assessment, through the use of focused marking and/or observations of children's work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each child. Pupils also can receive regular and timely verbal feedback on their progress.

Formative assessments are used to:

- Identify children's strengths and gaps in their knowledge and skills.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Methods of formative assessment include the following:

- Checking pupil understanding through high quality questioning
- Modelling
- Scaffolding
- Retrieval practice
- Daily, Weekly and Monthly Review
- Peer and self-assessment

Summative assessment

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Identify children's strengths and gaps in their knowledge and skills.
- Record performance in a specific area on a specific date.

- Provide end of key stage test data against which the academy will be judged.
- Ensure statutory assessments at the end of KS2.
- Provide information about cohort areas of strength and weakness across the academy.
- Are used to monitor the progress of individuals and groups of pupils across the academy.

Methods of summative assessment include:

- End of term tests for Years 3 to 5 in Reading, GPS and Maths
- External examinations such as the national curriculum tests at the end of a key stage.

Termly tests in reading, grammar, spelling and punctuation and mathematics, are used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

Planning for assessment

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons contain clear learning objectives and success criteria, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.

Teachers use focussed marking to assess children's progress in relation to the planned learning objectives and set the next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups. Results of published tests are used to contribute to overall teacher assessments.

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. Termly reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for three parent consultation evenings so that parents can discuss how well their child has settled and are able to be involved in the

target setting process. In addition, we provide opportunities for two termly reports and a final end-of-year report.

The end-of-year written report for Year 6 pupils includes the results of statutory tests and assessments, and gives information relating to progress and attainment

Moderation

Regular moderation of all curriculum subjects takes place to ensure consistency of expectation. During the summer term, teachers in Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

7 The role of a curriculum team leader

The role of a curriculum team leader is to:

- Provide a strategic lead and direction for the subjects;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

The Academy gives curriculum team leaders designated leadership non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the Academy and plan for improvement. This development planning links to whole-Academy objectives. Each leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is including into intended plans.

8 Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way the Academy curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.

We have named governors for literacy, numeracy and Special Needs. The governors liaise with the curriculum/subject leaders of these areas and monitor closely the way the Academy teaches these subjects.

The Principal and Curriculum Lead are responsible for the day to day organisation of the curriculum. The Senior Leadership Team monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Team leaders monitor the way their subject is taught throughout the Academy. They examine Curriculum Year Group Overviews and Progression Maps and weekly planning and ensure that appropriate teaching strategies are used. They also monitor planning and assessment and check this matches book content, while looking for areas of weakness within the subject area and provide

subsequent improvement. Team leaders also have responsibility for monitoring the way in which resources are stored and managed.