



Portsdown Primary School and Early Years' Curriculum, Teaching and Learning Guidance



Our Curriculum Vision

At Portsdown Primary School and Early Years, we follow the National Curriculum (Years 1-6) and the Early Years Foundation Stage statutory framework (for nursery and Year R) which acts as an introduction to the essential knowledge and skills that the children of Portsdown need to be educated citizens. It introduces them to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

Our curriculum is carefully sequenced so that all children can build on their knowledge, skills and develop their vocabulary throughout their time at Portsdown. As a school, we aim to widen and enrich our children's life experiences beyond their starting points by providing a range of trips, visits and experiences throughout their time at Portsdown.

We believe that being able to read with confidence and developing a love of reading is vital to our children if they are to succeed in the future. This is why reading is at the heart of our curriculum at Portsdown Primary School and Early Years.

Scope

We define the curriculum as:

- the intent behind the plans for teaching and learning;
- the body of knowledge and understanding which we wish for students to develop;
- the learning skills and approaches which we wish for students to develop;
- the wider curriculum, including enrichment and extra-curricular activities facilitated by Portsdown Primary School and Early Years.

Teaching and learning is understood as:

- the implementation of the school curriculum;
- the teaching and learning approaches to deliver the curriculum employed by teaching staff;
- students knowing more and remembering more as they move through the school.

Beliefs and Ethos

Overall, we believe that a well-designed curriculum is essential in tackling educational disadvantage. This belief is based on the following principles:

1. the curriculum must assist all students in securing the knowledge and skills (both personal and academic) that they need to be successful in the next stage of their lives;
2. the curriculum must be broad, balanced and personalized for our children;
3. the curriculum must be engaging and rewarding for all;
4. the curriculum must be knowledge-rich and be sequenced and delivered in a way that facilitates recall for all children to support them remembering and building on what they have learnt before;
5. enrichment, both within the curriculum and beyond, is essential for bringing learning to life and widening experiences, and so must be explicitly planned;
6. the curriculum must help students to develop their character, spiritually, morally, culturally and socially.

We believe that teaching and learning is the method by which the teachers facilitate students' understanding of the curriculum. We have used Rosenshine's Principles and the EEF's Guidance on Metacognition to underpin a menu of approaches that teachers select from depending on the lesson to support all children to make progress. We call this the Portsdown Primary 5-a-day Teaching and Learning Approach which is set out on the next page.

Portsmouth Primary School and Early Years' 5-a-day Teaching and Learning Approach

1 Explicit Instruction	Teacher-led approaches with a focus: <ul style="list-style-type: none">• Clear explanations• Explicit vocabulary teaching• Modelling• Frequent checks for understanding
2 Cognitive and Metacognitive Strategies	Provide opportunities to plan, monitor and evaluate own learning (in one lesson or across several lessons) through: <ul style="list-style-type: none">• Activating prior knowledge and vocabulary• Explicit strategy instruction• Modelling of learned strategy• Memorisation of strategy• Guided Practice• Independent Practice• Structured Reflection
3 Scaffolding	Providing supportive tools and resources for pupils with an aim to provide less support over time, such as: <ul style="list-style-type: none">• Worked examples• Partly completed examples• Writing frames• Sentence Stems• Other tools to support e.g. multiplication square, appropriate word/phonics banks phonics mats bank
4 Flexible Grouping	Use temporary groups based on children's current starting points through the use of: <ul style="list-style-type: none">• Split inputs• Teacher or TA guided groups• Regrouping in the lesson after checks for understanding• Reviewing work to regroup the following day after the lesson
5 Using Technology	Technology can be used to support children's learning or record it: <ul style="list-style-type: none">• Sharing scaffolds and showing how these can be used• Creating or sharing models• Using visualizers to share children's work and/or to improve work together• Using audio or visual ways to record children's learning to support their next steps

Underpinned by:

Diagnostic Assessment

To support adjusting levels of challenge, re-teaching of specific topics or concepts, adjusting future curriculum context, adjusting groupings or to give pupil feedback:

- Hinge Questions e.g. multiple choice questions with plausible 'answers'
- Low Stakes Quizzing
- Mind-maps at the start of a new topic
- Practical and written tasks away from the point of teaching

Approach

Our curriculum reflects the requirements of the primary National Curriculum and the Early Years Foundation Stage statutory framework. We expect that students will learn the curriculum:

- no matter their background;
- respectfully and safely;
- increasingly independently;
- communicating effectively in writing and through oracy;
- whilst enjoying themselves on their journey.

Curriculum Development and Quality Assurance

The development of the curriculum is strategically led by the deputy headteacher with the support of the wider leadership team and subject leaders. Regular professional development is planned to allow for continuous development of both the curriculum and teaching and learning.

The subject leaders quality assure the medium term plans (referred to as knowledge organisers) for each curriculum subject area. These detail:

- Core learning to revisit and recap from previous learning to allow children to make strong connections;
- Key vocabulary to recall from earlier learning to allow for consolidation;
- Main themes and/or key concepts that are a focus for the unit (these will link to other units across the curriculum);
- New Key Vocabulary for all children to acquire in the current unit of learning;
- A sequence of learning in clear steps for all children;
- At least one key text to support the children's acquisition of subject knowledge and vocabulary as well as widen their reading experiences;
- Links to future learning;
- Assessment points that show what all children should have learnt by the end of the unit

The leadership team and subject leaders ask themselves three main questions when monitoring the curriculum:

- What are we teaching?
- How are we teaching it?
- How will we know the students know more and remember more of what we have taught?

To answer these questions and monitor the quality of the curriculum, the leadership team and Subject Leaders take part in a range of monitoring activities:

- Pupil interviews with children from across the school;
- Learning walks and drop-ins into lessons;
- Book and planning looks;
- External reviews by the Local Authority;
- Peer reviews by other school leaders;
- By the governing body through monitoring visits and governors' meetings.

This range of monitoring activities allows leaders to have feedback on the quality of the curriculum and to make sure that all children are receiving their full curriculum entitlement while at Portsdown Primary School and Early Years.