



# **Thameside Primary School: Curriculum Policy**

## **(incl. Teaching & Learning Guidelines)**

---

**Approved by Governors: July 2023**

**Review date: July 2025**



# Contents

Section 1: Intent	
Key definitions	p.3
Motto, vision, aims and values	p.3
Purpose of education	p.4
Curriculum statement of intent	p.5
Our curriculum journey	p.5
Roles and responsibilities	p.6
Workload	p.8

Section 2: Implementation	
Structure of the Foundation Stage	p.9
Structure of the National Curriculum	p.10
Teacher Standards: Key strategies & knowledge	p.10

Section 3: Impact	
Target setting & Tracking	p.22
Monitoring & Evaluation	p.22
Review	p.22

<b>Thameside Primary School is a Rights Respecting. School and policies will respect the UN Convention on the rights of the child.</b>	<p><b>The Curriculum, Teaching &amp; Learning Policy links to:</b></p> <p><i>Article 12: Children have the right to say what they think should happen and have their opinions taken into account.</i></p> <p><i>Article 14: Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters.</i></p> <p><i>Article 28: Children have the right to a primary education. Discipline in schools should respect children's dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.</i></p> <p><i>Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect others human rights and their own and other cultures.</i></p> <p><i>Article 31: Children have the right to relax and play, and to join in a wide range of activities.</i></p>
<b>Key Changes:</b>	<ul style="list-style-type: none"> <li>• Checked all links work</li> <li>• Reference to scaffolding and behaviour management in teacher responsibilities</li> <li>• Took out reference to Green Challenges in Y1 continuous provision</li> <li>• Reference made to 'Peer mentors &amp; Active Leaders on the playground' on p.12</li> <li>• Enrichment can be 'up to 5 full days' not set as 5 days</li> </ul> <p>The rest of this policy remains fit for purpose.</p>
<b>Policy reviewed by:</b>	Sophie Greenaway, July 2023



## Section 1: Intent

Intent: What are we trying to achieve with our curriculum?

### 1. Key definitions

#### 'Curriculum'

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development, including the knowledge and understanding to be gained at each stage. Our curriculum starts with the National Curriculum and also includes the range of extracurricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

#### 'Progress'

Children at Thameside make progress by:

Knowing more, remembering more, doing more, feeling more.

### 2. Thameside Motto, Vision, Aims and Values

Our curriculum is underpinned by our school vision, aims and our community values.

#### Motto

Progressing together – inside & out

#### Vision

Our vision is to work together to enable our pupils to become confident, resilient and independent young people who are fully prepared for the challenges ahead, both in education and in the community.

#### Aims

1. To provide a well taught curriculum that meets the educational and pastoral needs of our pupils
2. To enable children to be independent learners and thinkers
3. To foster a sense of belonging to the community so that children can participate with integrity
4. To work in partnership with parents
5. To enable children to be the best they can be

#### Our Community Values...

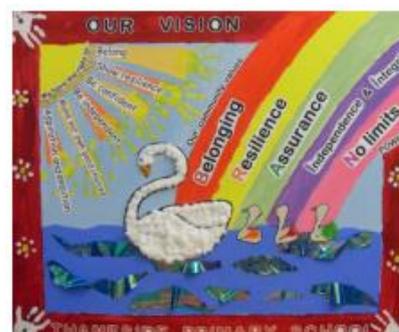
Belonging

Resilience

Assurance

Independence and Integrity

No limits



'Brain Power'



Core value	Associated behaviour
Belonging	<ul style="list-style-type: none"> <li>• We will co-operate with others and work as a team</li> <li>• We will respect ourselves, each other, our belongings, the environment and authority</li> <li>• We will take pride in our school, our work through the effort we put in, our uniform and PE kit and our achievements</li> <li>• We will volunteer in and out of school</li> <li>• We will be tolerant of others</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>• We will keep trying and not give up</li> <li>• We will try to find solutions to problems</li> <li>• We will show determination</li> <li>• We will be able to resolve conflict with our classmates</li> <li>• We will try to help ourselves before we ask an adult</li> </ul>
Assurance (confidence)	<ul style="list-style-type: none"> <li>• We will have a go at things even if we find them difficult</li> <li>• We will be able to control our emotions and express them effectively</li> <li>• We will communicate through our writing, our speaking and through ICT effectively and responsibly with our friends, teachers, visitors and others that we meet</li> <li>• We will look forward to the next stage of our education</li> <li>• We will participate in all areas of school life</li> </ul>
Independence	<ul style="list-style-type: none"> <li>• We will be curious</li> <li>• We will concentrate</li> <li>• We will try to help ourselves before we ask an adult</li> <li>• We will be productive</li> <li>• We will look after our belongings</li> <li>• We will be able to make decisions</li> </ul>
Integrity	<ul style="list-style-type: none"> <li>• We will be honest and tell the truth</li> <li>• We will do the right thing – even when it is hard</li> <li>• We will make good choices</li> <li>• We will earn people's trust</li> <li>• We will know right from wrong</li> <li>• We will know when it is right to tell an adult</li> </ul>
No limits (aspiration and ambition)	<ul style="list-style-type: none"> <li>• We will keep improving</li> <li>• We will enjoy our learning</li> <li>• We will use our imagination</li> <li>• We will know what we can achieve</li> <li>• We will have ambition and aspiration</li> <li>• We will be ready for the next stage of our education</li> <li>• We will be the best we can be</li> </ul>

Please note the red behaviours are also the characteristics of good learning (Shirley Clarke)

### 3. Purpose of education?

Alongside the accumulation of knowledge, behaviours and skills which enable social mobility, at Thameside we believe that the purpose of education is to:

- To develop an all-round person for the future.
- To instil curiosity
- To know how to find things out
- To learn to question and think for yourself
- To teach skills for life
- To have opportunities to succeed and fail
- To learn interpersonal and physical skills

*Source: Thameside staff voice, INSET Day May 2019 with Dr Debra Kidd*



#### 4. Curriculum Statement of Intent

Through the Thameside Primary curriculum, we intend that all children will:

- Make significant progress during their time at Thameside Primary School
- Experience a broad and balanced education that is tailored to the context, needs and values of our school
- Cover less content in subject areas, like History, but go into far greater depth into the areas of the curriculum that we have chosen to cover/teach in each year group
- Develop and embed in their memories the knowledge, skills, understanding and vocabulary that will enrich their experience in all subject areas and empower them to access the next stage of their education
- Value learning for its own sake and develop a range of skills, aptitudes and personal qualities to take into life. These will include non-cognitive skills (such as resilience, working with others, acceptance of feedback and kindness), metacognitive skills (such as planning, monitoring and evaluation) and study skills (such as retrieval practice, spaced practice and dual coding).
- Know how to make the community a better place and contribute positively to society.

#### 5. Our curriculum journey

Ensuring that children are successful academically is a crucial part of education but of paramount importance is that they also learn how to live successful and happy lives where they are informed, courageous advocates of the things that matter to them. In a nutshell, we want to ensure that our curriculum is as rich in teaching and instilling values as it is in knowledge.

With the skills, experience and passion in our staff team, we have been continually developing our foundation subject curriculum on the principles above. Our curriculum is constantly developing - it is never static. The more we teach our curriculum, the more we understand it and this leads to adaptations and changes that build stronger connections.

These five key areas are 'plaited' into our knowledge based curriculum:

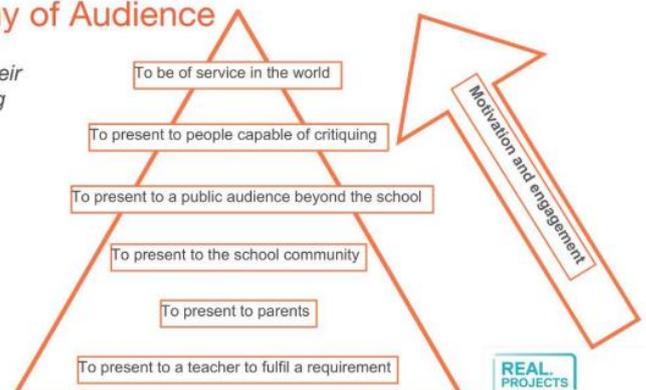
- **Coherence** – is there a logical arc to the curriculum?
- **Compassion** – is the curriculum developing care and compassion in young people and is it equally showing care and compassion to them in its application?
- **Creativity** – is there enough scope for young people to apply their knowledge in unfamiliar contexts, showing fluency?
- **Credibility** - is the curriculum accountable to knowledge and ensuring that knowledge is secure?
- **Community** – what expertise within the local community is being accessed and how is the local area being utilised to support learning. How is the curriculum reaching out to the community?

We aim to motivate and engage our pupils through our use of audiences e.g. presenting structures built in DT to a real architect or engineer, for example.

**Examples of our curriculum planning are available on our school website.**

#### Hierarchy of Audience

Ron Berger  
*Leaders of their Own Learning*





## 6. Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

**All members of the school community should work towards the school's aims by:**

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

**The Head teacher is responsible for ensuring that this policy is adhered to, and that:**

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

**Subject leaders will:**

- Provide professional leadership and management for their allocated subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

**Teachers will endeavour to:**

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- ensure that all children can make progress in lessons through effective scaffolding and behaviour management;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;



- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

**Teaching Assistants are deployed throughout school to support learning as effectively as possible. They are directed by the teachers to:**

- support learning and children's progress
- support assessments of children's understanding
- developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as expertise in areas of the curriculum such as RE.

**Parents and carers are encouraged to support their child's learning by:**

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the therapeutic approach to behaviour within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's [Homework Guidelines](#) and give due importance to any home or ownwork projects;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- attending class assemblies and year group performances;
- both listening to their child read at home and reading regularly to them.

**Pupils are encouraged to support the school's aims by:**

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- showing a growth mind-set and positive attitude towards learning;
- showing the school values at all times;
- respecting all staff, visitors and volunteers at Thameside;
- completing home and ownwork on time;
- taking the opportunity to read for pleasure in school and at home;
- taking increased responsibility for their own learning.

**The governing board will ensure that:**

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements



- Proper provision is made for pupils with different abilities and needs, including children with special educational needs or disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

**The community is invited to support the school by:**

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events
- being the audience for end of unit outcomes;
- voluntarily helping in the classroom.

## **7. Workload**

Thameside Primary values the mental health and wellbeing of the whole school community, including that of our staff. Time is required by teachers, subject leaders and our curriculum working party to enable the successful development of our ambitious and engaging curriculum. Through INSET days, Subject Leadership Days, year group planning meetings, conference marking and whole class feedback in foundation subjects, we strive to improve outcomes for our children, staff and school.



## Part 2: Implementation

### Implementation: how do we deliver our curriculum?

This part of the Curriculum Policy provides **Teaching and Learning Guidance** for Thameside teaching staff; it promotes best practices, including key strategies and knowledge, to establish consistency in Teaching and Learning across the whole school.

#### The Structure of the Foundation Stage:

The curriculum is carefully planned to ensure progression and continuity of skills in seven interconnected areas of learning and development, or early learning goals (ELG).

**Three prime areas** reflect the key skills and capacities all children need to develop and learn effectively in order to be ready for school:

1. Communication and language (CL)
2. Physical development (PE)
3. Personal, social and emotional development (PSED)

There are also **four specific areas** through which the prime areas are strengthened and applied:

1. Literacy (reading and writing)
2. Mathematics
3. Understanding the world (UW) – people and the community, the world around us, technology
4. Expressive arts and design (EAD)

See our [EYFS Policy](#) for more information on our early years' curriculum

#### Continuous Provision in Year 1:

At Thameside we passionately believe that young children learn best through play and exploration. Through our approach to continuous provision, these play-based experiences enable the children to consolidate their skills, knowledge and understanding and enable them to become independent and resilient learners. Throughout their learning environment, busy children are actively engaged in a wide range of activities that they themselves have chosen. Continuous provision supports and encourages our children to have a lifelong love of learning.

#### Key features of our continuous provision:

- Children engaged and enthusiastic about learning
- Skilled adults who enable maximum progress through their engagements with the children
- An outdoor area that supports physical development with resources and challenges being on a much larger scale including a mud kitchen and mud pit, sand pit, water play and balance course
- Cosy corners, engaging learning stations and interactive displays
- Resources boxed up and clearly labelled for children to independently select
- Short inputs
- Small groups of children working at the tutor table with the teacher or TA
- Individualised feedback
- Long periods of 'Challenge Time' for children to become immersed in learning
- Children who are busy and happy



**How the school intervenes swiftly to help those having difficulty to make sure they keep up, and to stretch and deepen the learning of the 'rapid-graspers':**

- Adults will assess at the tutor table, here they can stretch the learning or allow pupils to return several times to practice and revisit skills



- Adults to observe children and identify gaps in learning
- Adults to carry out interventions throughout the day
- Adults to engage with children, including asking the right questions, to enable individual progress
- 1:1 tutoring and 1:1 reading interventions

**What opportunities are there for intelligent practice of knowledge and skills?**

- Long periods of challenge time allow children to practice knowledge and skills
- Enhancements and interactive displays in the environment to prompt children
- Pictures of continuous provision regularly tweeted so parents can have discussions with their children at home

**Structure of the National Curriculum:**

The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The national curriculum **is just one element in the education of every child**. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

**Core Subjects**

- English
- Mathematics
- Science

**Foundation Subjects**

- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Modern Foreign Language (KS2)
- Music
- Physical Education, including swimming
  
- Personal, Social, Citizenship and Health Education (PSCHE)
- Religious Education  
(This is a statutory requirement although parents have the right to withdraw their children from RE)
- Relationships and Sex Education (RSE; compulsory since September 2020)

As set out in the DfE's Teachers' Standards, Thameside teachers are required to deliver curriculum to a high standard through quality first teaching in order to commit learning to the long-term memory.

**Teachers at Thameside:**

**Set high expectations which inspire, motivate and challenge pupils**

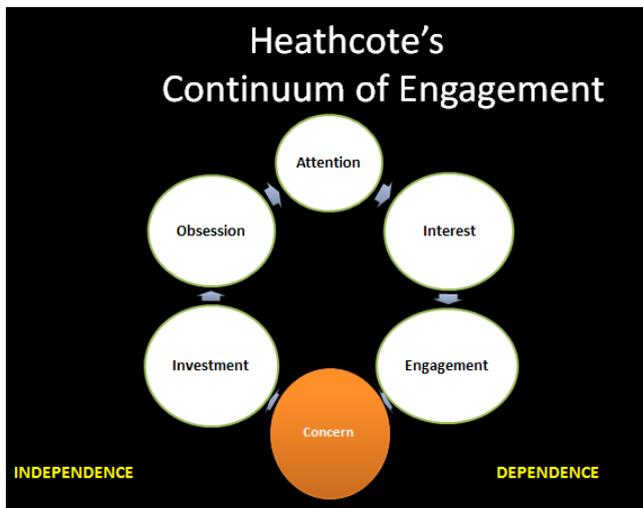
**Key strategies & knowledge**

1. In all subject areas, the curriculum clearly sequences and builds towards clear end-points, should also address typical gaps in pupils' knowledge and skills whilst remaining as broad as possible.
2. Teachers at Thameside have ambitious and high-expectations for all using techniques such as:
  - **Cold calling & no opt out** (encourage children to ask for more information, more time or to rephrase the question)
  - **Right is right** (be sure that the answer does answer the original question that was asked using the correct technical language)
  - **Probing questions** (reward right answers with follow-up questions that extend knowledge and test for reliability e.g. ask for another way or for evidence)

- **Say it better** (set an expectation for full sentences, grammatically correct answers, audible answers)
- **No apologies** (sets the expectation that everything taught has intrinsic value and avoid blaming 'they' for why something is on the curriculum)

3. Teachers will inspire and motivate children through:

- the use of high quality texts and books in all subjects
- weaving stories, places, people, voices and different perspectives into foundation subject learning through drama and the sentence starter: 'let's say...'
- teaching of tier 2 and 3 words
- planning for children to cross the 'bridge of concern' so that they are fully invested in their learning because of the potential there is to make something better for someone else. Teachers ensure small steps are planned to take the children over this bridge.



4. Teachers will inspire, motivate and challenge children through their classroom learning environment using the document '**Classrooms on A4**' for consistency in approach (in our Staff Handbook).

### Promote good progress and outcomes by pupils

#### Key strategies & knowledge

'Happiness fuels success, not the other way around. When we're positive, our brains are more motivated, engaged, energetic, resilient, and productive.'

(Psychological Bulletin, 2007)



1. Thameside Primary teachers know that happy children learn better.

As an InsideOut school, teachers at Thameside know that there are 5 evidence-based actions, that if practiced regularly, can improve personal wellbeing. InsideOut have linked each of these actions to a specific 'key'. We have adopted the '5 Keys of Happiness' to help us create our very own bespoke PSHE curriculum to help us ensure that these actions are fully embedded into our whole school curriculum.

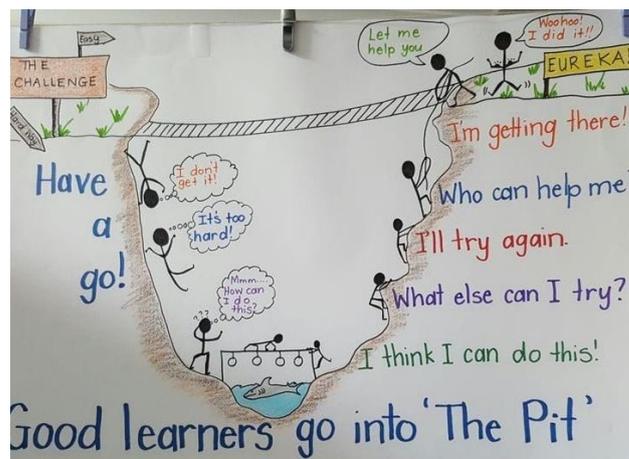
Each half term we have a 'focus key' from the InsideOut toolkit:

- Term 1 is a reminder of all the keys
- Term 2 Look Inside
- Term 3 Move Outside
- Term 4 Be Curious
- Term 5 Be Kind
- Term 6 Share More

2. Children are supported to develop a growth mind-set.

Teachers understand that the brain can be developed like a muscle through:

- Taking on challenges
- Learning from mistakes
- Accepting feedback and criticism
- Practising and applying strategies
- Perseverance and focus
- Asking questions
- Taking risks



3. Teacher use praise language that focuses on achievement and effort

4. All adults should treat children equitably, with kindness and respect

5. Teachers support children to develop learning powers (metacognition) so that they:

- Concentrate
- Don't give up (children are encouraged to say "I can't do it ... yet")
- Cooperate
- Are curious
- Have a go
- Use their imagination
- Keep improving
- Enjoy learning

6. Staff are aware that children learn from each other in a number of ways:

- Peer assessment
- Buddy system (FS & Y6)
- Peer mentors & Active Leaders on the playground
- Talk partners
- Paired work
- Coach approach:
  - Work on the problem for 5 minutes in silent
  - Coachee talks for 3 minutes about what they have done
  - Coach responds for 2 minutes, with further questions and clarifications.



## Demonstrate good subject and curriculum knowledge

### Key strategies & knowledge

1. All subjects have a place on our timetables or are allocated the cumulative amount of time e.g. through DT days.
2. CPD opportunities for teaching staff in core subjects across the year and development of foundation subjects through the curriculum working party
3. Subject leaders produce documents summarising the intent, implementation and impact of their subject areas 'On A4' so that there is consistency in approach across the school (see our Staff Handbook for the complete 'On A4' range).

### Core subjects in brief:

**Reading:** we use the Read, Write, Inc phonics programme, reading target cards when children are reading to learn and then children move to using Accelerated Reader. The school has developed its own approach to 'Learning to Comprehend' using Pie Corbett's 'Talk for Reading' as our starting place. Thameside's '[Reading Policy and Guidelines](#)' is available on the school website and is given to all staff at the beginning of the academic year. Staff are also given their 'Learning to Comprehend: Staff Guide', which they are expected to follow when they teach and plan whole class reading lessons.

**Writing:** we use The Literacy Tree's book based [Literary Curriculum](#) for our English lessons.

**Maths:** we use the teaching for Maths Mastery approach and use the NCTEM and White Rose Maths Hub documents to inform our bespoke planning.

**Science:** we aim to make science lessons practical, creative and challenging whilst encouraging pupils to use higher order thinking skills.

### Subject specific guidance:

**Religious Education:** The school has an [RE policy](#) and scheme, both of which are available for reference. Thameside Primary School is a non-denominational school and provides Religious Education, in conjunction with the locally agreed syllabus. Parents and staff have the right to withdraw from this subject.

**Collective Worship:** This is provided on a daily basis and is of a broadly Christian nature. See Thameside's [Collective Worship Guidelines](#) for more information.

### Relationships and Sex Education

**Relationships Education:** The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

**Science curriculum:** The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

**Please note:** Parents may withdraw their children from Sex Education (content which goes beyond that taught in science lessons). [Relationships & Sex Education \(RSE\) Guidelines](#) are available on the school website.

### Enrichment at Thameside

Thameside Primary School dedicates up to 5 full days of the academic year to running Enrichment and Wellbeing activities for our children. Children will have the opportunity to try their hand at five different activities (covering content which lies outside of the daily curriculum offer) over the course of each academic year.

### Through Enrichment, we aim:

- To give the children at Thameside the choice to explore new activities and subjects



- To encourage children to pursue their interests and ambitions
- To help build relationships with other children within their key stage
- To utilise expertise of staff
- To add activities that suit pupil needs (e.g. team building and strategy games)
- To increase pupil engagement.

**How we will achieve this:**

- Enrichment activities will focus around a book, wherever possible
- Children will be allocated activities at random to ensure access to a good variety
- Activities will be offered by staff which reflect their own skills and interests
- Children and staff will evaluate their chosen activity and give their ideas on how it could be improved
- Sessions will have children of mixed ages within key stages (to impact positively on transition)
- Foundation stage children will be included in sessions from the summer term

**Plan and teach well-structured lessons**

**Key strategies & knowledge**

**Curriculum planning**

- Subject curriculum planning provides a map that directs what knowledge should be taught. However, this should also allow some flexibility for teachers to respond to the differing needs of their classes. The school recognises that there are different types of knowledge taught through the curriculum – see table below.

Term	Definition	AKA
Subject specific content knowledge and conceptual understanding	The stuff you want students to know, understand and do in your subject if you have successfully taught them a rich, challenging curriculum. This “stuff” is central to being able to think mathematically, or scientifically, or historically, or to communicate clearly.	Substantive knowledge Declarative knowledge
The subject specific pursuit of truth	A curricular concept for what pupils learn about how that knowledge was established, its degree of certainty & how it continues to be revised by scholars, artists or professional practice. It is that part of the subject where pupils understand each discipline as a tradition of enquiry with its own distinctive pursuit of truth.	Disciplinary knowledge
Subject specific skills/strategies	The skills/strategies specific to your subject which can either help students develop subject knowledge or apply subject knowledge to solve problems.	Procedural
Knowledge of Metacognitive strategies	‘to know when and which one’ is knowledge about when to use a procedure, skill, or strategy and when not to use it; why a procedure works and under what conditions; and why one procedure is better than another.	Conditional knowledge
Core and hinterland knowledge	The core knowledge you want pupils to remember is supported by an equally important hinterland, the little examples, the stories, the illustrations, the richness, the dwelling on this but not that, and the times when you as a teacher go off-piste with your passion.	N/A
Key concept	An important concept which allows students to understand what comes next in a subject.	Threshold concept

- The curriculum must be taught in a coherent and step-by-step sequence that allows for the incremental development of knowledge with in each subject/topic.
- When possible, each unit of learning should build upon the previous unit.
- Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
- Learning and performance should not be confused. Curriculum design should support real learning which requires durable changes to long-term memory.



- New tier two and tier three vocabulary should be incorporated into curriculum planning, including opportunities to revisit vocabulary.
- Aim for consistency – not just in what is taught but in language of learning and language for learning.
- The curriculum should be ambitious for all.
- The curriculum is clearly sequenced and builds towards clear end-points or outcomes.
- Planning should also address typical gaps in pupils’ knowledge and skills whilst remaining as broad as possible.

### Effective Learning

Learning opportunities should always be engaging to enable all groups of pupils to make at least good progress. They should be designed to enable all groups of pupils to gain skills, knowledge and understanding at a good rate across the curriculum.

Learning opportunities should incorporate a range of strategies in order to engage pupils in learning. These could be:

- The use of a high-quality text, book or story e.g. “Let’s say...”
- Using drama
- Taking children over the ‘bridge of concern’ in lessons
- Work planned from children’s own interests
- Working with a range of adults either 1:1 in a group or as a whole class
- Investigations
- Problem solving activities
- Research
- Whole class work
- Collaborative work with a group or with a partner
- Independent work
- Using ICT
- Outdoor learning across EYFS, KS1 & KS2, including field trips
- Visitors
- Theatre groups
- Self-evaluation and improvement
- Presenting work to others, including experts from the community
- Children as coaches and/ or experts

Children need to be active participants in their own learning, be able to review their own learning identifying how to improve and how to overcome challenges in their learning.

### First quality teaching

Learning happens when pupils connect new knowledge to what they already know. To achieve this, teaching must involve:

- **Challenge** so that pupils have high expectations of what they can achieve
- **Explanation** so that they acquire new knowledge
- **Modelling and thinking aloud (metacognitive talk)** so that pupils learn through observation and the narration of teacher decisions and choices helps pupils internalise and build their schemata
- **Scaffolding** so that pupils are supported to reach ambitious goals and that, when ready, the supports are withdrawn
- **Questioning** so that pupils are made to think hard with breadth, depth and accuracy
- **Feedback** so that pupils further develop their knowledge
- Purposeful **practice** so that pupils think deeply and eventually achieve fluency (**see key principles below**)
- Positive and effective classroom climates and relationships. A structured and safe classroom environment where relationships are valued and built on mutual respect.
- Pupils are taught how to **store and retrieve** knowledge using learning strategies such as retrieval practice and spaced practice.
- Pupils are taught how to develop **metacognitive** strategies.



**Tom Sherrington**

Good techniques involve all students checking their knowledge.

Key Principles

With retrieval practice try to...

- 1 Involve everyone in the process.
- 2 Make checking accurate and easy.
- 3 Specify the knowledge.
- 4 Keep it generative.
- 5 Vary the diet and mix it up.
- 6 Make it time efficient.
- 7 Make it workload efficient.

## Adapt teaching to respond to the strengths and needs of all pupils

### Key strategies & knowledge

#### Inclusion: Statement of Intent

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers will plan lessons with scaffolded activities so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
- Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
  - Novice learners – with the understanding that most children are novice
  - Expert learners
  - Pupils from disadvantaged backgrounds
  - Pupils with SEND
  - Pupils with English as an additional language (EAL)
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Variation in work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” and special educational needs
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and it is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate early assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

#### EAL (English as an additional language)

Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued in the curriculum. The curriculum supports EAL children through opportunities for talking, listening and drama in a range of purposeful contexts.

#### Vulnerable Children

We recognise that because of circumstances at home, some children are vulnerable to not making good progress or achieving at the standard they are capable of. Staff are aware of how home circumstances or previous adverse childhood experiences may

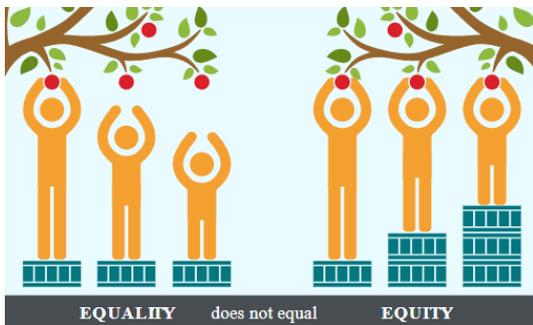
impact on the social, emotional and educational development of a young person. At all times, staff maintain a holistic view of the child and are aware of issues that affect their education, good behaviour and self-image. The curriculum is tailored to provide enrichment opportunities and to develop key skills, independence and self-esteem. Support from our Family Hub helps vulnerable children through working with their families to break down potential barriers to learning and progress.

**Early reading and writing**

At Thameside, we do not presume that pupils struggle to read because they have special educational needs. It is possible that these pupils may succeed if the tasks are broken down in to manageable parts (or small steps) and regularly revisited. Questions teachers should ask themselves:

- Are enough practice opportunities planned into the curriculum for each child to get adequate practice in recognising letters and blending or in the essential skills for writing?
- Have children been practicing the right things?

**Equality of Opportunity**



**The school actively promotes the equal opportunity and the understanding of, and respect for the rights of others.**

In keeping with Thameside’s ‘Equality Scheme & Accessibility Plan’, we are an inclusive setting who knows that promoting equality of opportunity does not mean all children should be treated the same i.e. we focus on what children **need** to succeed and not what they **want**.

**Equality** is treating everybody the same.  
**Equity** is giving everyone what they **need** to achieve success.

Therefore, some children require a **varied approach** to how they are taught.

**How we plan to give everyone what they need to achieve success:**

- High expectations for every child
- Offering demanding, concept rich complex work for all, with the correct scaffolding in place to ensure success
- High quality talk, questioning, checking for understanding, modelling, explaining
- We prepare for the top and support our pupils to get there through effective scaffolding, rather than decide in advance which pupils will perform which tasks.

**Group dynamics**

A dynamic is the interactions of people when they are grouped with others either by choice or circumstance.

There are many group dynamics that operate across Thameside Primary - for example the classes children are taught in – and, at times, differentiating the group dynamic can be the only option to:

- Ensure the physical safety, wellbeing or opportunities of the child
- Ensure the physical safety and wellbeing or opportunities of other children, staff or other elements of the class dynamic.

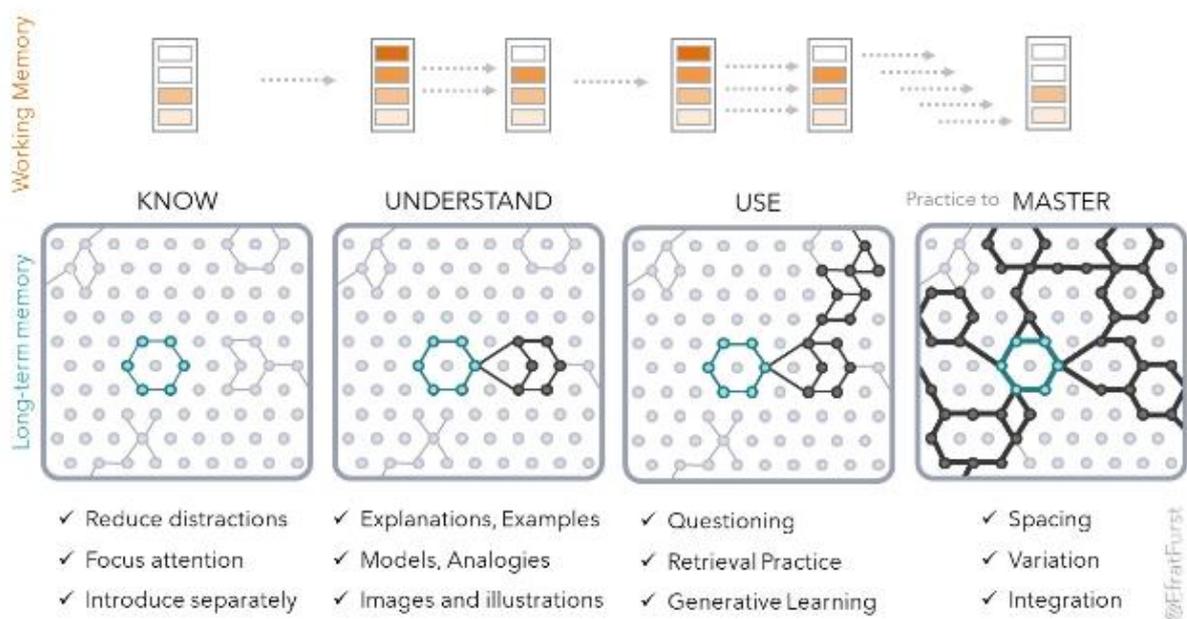
Therefore, where we are unable to prevent unacceptable, difficult or dangerous behaviour, the only option is to proactively use differentiated experiences, environments and people to create a protective consequence.

If we need to change the dynamics of a classroom, we will:

<p><b>Stage 1</b> Assess:</p> <ul style="list-style-type: none"> <li>• The number of pro-social learners</li> <li>• The number of children with difficult disruptive behaviours</li> </ul>
--

<ul style="list-style-type: none"> <li>• The number of children with dangerous behaviours</li> </ul>
<b>Stage 2</b> Assess: <ul style="list-style-type: none"> <li>• Available staff</li> <li>• Available locations</li> <li>• Necessary staff ratios</li> <li>• Permissible differentiation</li> </ul>
<b>Stage 3</b> Agree: <ul style="list-style-type: none"> <li>• New groupings</li> <li>• Revised ratios</li> <li>• Targeted staffing</li> <li>• Differentiated activity and access</li> </ul>

Reducing distractions and focusing attention for **all** children is key to the first stage of committing knowledge to the long-term memory and enabling children to know more.



### Small gardens at Thameside

There are times that some children find the classroom overwhelming and **need** access to a different working space. These children may internalise or externalise their behaviour.

At Thameside, we have planned and controlled limited experiences for these children in 'small gardens'.

'Small gardens' are working spaces for children that are:

- Calm and soothing
- Logical
- Safe and secure
- Proactive

Children go to 'small gardens' to complete their work in an environment that does not overwhelm them.

Children are not taken to 'small gardens' for doing something 'wrong' – this time out of class to work in a different environment is always predetermined, typically following an Anxiety Analysis (see Behaviour toolkit for staff on common drive) or is provision identified in a child's Therapeutic Plan.

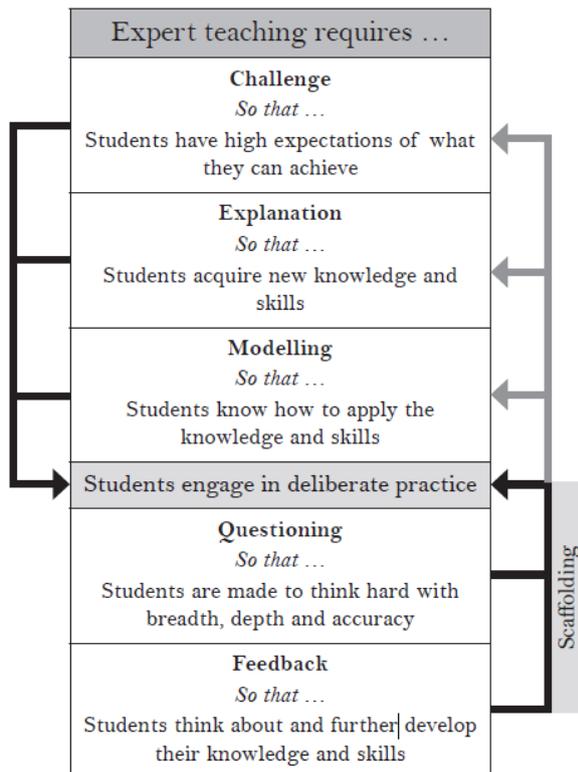
For more information on our therapeutic approach, see the [Thameside Relationships & Behaviour Policy](#).

**Make accurate and productive use of assessment**

**Key strategies & knowledge**

**The role of assessment in effective teaching & learning**

*“It is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended.”*



Assessment can be seen as the bridge between teaching and learning.

Valid and reliable assessment should inform our planning as teachers and leaders. For example, if assessment reveals pupils have not fully learnt a particular topic, then the class teacher may be required to re-teach that topic or relevant aspects of that topic. On a wider scale, it would also be worth reviewing the curriculum to see how that particular topic is being covered – e.g. is the level of challenge too high or too low? Is it in the right sequence relative to other topics that are needed to understand it?

There should be a balance between formative and summative assessment:

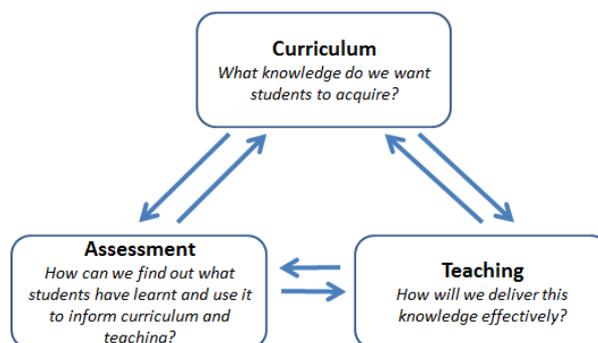
**Formative** – on-going, ungraded and focused on smaller chunks of the curriculum.

**Summative** – At set points in the year. Knowledge included will build cumulatively through the year.

Data that we collect as a school should result from assessment that is:

- Informative
- Accurate
- Independent
- Generalisable
- Replicable

- Assessment must be principally formative in nature as this will have the greatest impact on learning.
- Assessment must support teaching and curriculum rather than drive it.
- Assessment must support and inform the cumulative and sequential mastery of the curriculum.
- Assessment must be tailored to the subject and carried out with fidelity by all teaching staff.
- Assessment must focus on the composite parts of complex procedures and not just the final outcome i.e. with extended writing.
- Low stakes testing/quizzing causes learning; therefore pupils will learn more when they are regularly tested/quizzed.
- Assessment must provide useful and timely data in order for effective intervention at whole-school, subject and classroom level.





Curriculum, teaching and assessment are inextricably linked. When all three are aligned and of the highest quality, they should facilitate effective learning for all pupils, irrespective of their starting points. In turn, this should translate into all students making good progress and achieving strong academic outcomes. This matters, because it gives them the best possible life chances.

### **Feedback & Marking**

In English, Maths and Whole Class Shared Reading lessons, teaching staff at Thameside use conference marking to ensure that children are given immediate feedback to which they can respond. This ensures progress is made, thinking is deepened and gaps are closed at every opportunity.

In Science and foundation subjects, teachers use whole class feedback.

See [Thameside Marking & Feedback Guidelines](#) for more information.

## **Manage behaviour effectively to ensure a good and safe learning environment**

### **Key strategies & knowledge**

#### **Positive relationships**

Pupils learn best when “they are encouraged to form positive relationships with their teacher, peers and other members of the school community”, among other factors. As Tom Sherrington (Teaching Walkthrus) states: ‘Most importantly, relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong’.

This involves pupils:

- Reflecting on how their behaviour affects themselves and others
- Working with adults to establish and meet expectations and targets for both learning and behaviour
- Being intelligently critical of their own work and that of others
- Taking pride in shared and personal successes

This involves teachers:

- Establishing clear roles and boundaries e.g. signal, pause, insist
- Communicating kindness
- Learning names and using them e.g. to greet children in the morning
- Combining assertiveness with warmth
- Using adult language and positive framing

#### **Behaviour management**

All adults have high expectations of behaviour and learning. We believe that excellent standards of behaviour are central to effective learning. Our Relationships & Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment. At Thameside, we apply the therapeutic approach to behaviour management.

## **Fulfil wider professional responsibilities**

### **Key strategies & knowledge**

#### **CPD opportunities**

Teachers will be part of the learning culture by being a member of a working party and so developing school policy and practice. They will also have the opportunity to take part in:

- Subject Deep Dives
- Local authority moderation exercises and mock-deep dives
- 10 MOPs (10 minute observation programme)
- TRGs (teacher research groups)



- Partnership working, including with schools in the NRSP
- Leading whole school CPD meetings in subject areas
- Presenting to governors and subject leader interviews

### **Subject Leaders**

Subject leaders will be given whole school responsibility relevant to the current year's School Development Plan (SDP) and drive their subject forward in order to raise standards. Subject Leaders have whole school responsibility and produce annual subject action plans. Foundation subject leads are supported in their role through Thameside's bespoke Subject Leader Toolkit.

### **Extra-curricular**

Our curriculum offer includes extra-curricular activities such as: Enrichment, Aspiration afternoon, Scrapstore play at lunchtimes, assemblies, matches and sporting events, choir and Hexagon productions.

All staff are all expected to support these initiatives, recognising their value to pupils.

## **Maintain high standards of ethics and behaviour, within and outside the school**

### **Key strategies & knowledge**

- All adults to model school values and uphold whole school policies and guidelines at all times.
- The 'hidden curriculum' is unplanned and outside of lessons e.g. through interactions with adults showing behaviours and values of the school and learning from other pupils.
- The context of our school should also be consciously 'plaited' through our curriculum.



## Part 3: Impact

Impact: what difference is our curriculum making to pupils?

### 1. Target Setting & Tracking

Teachers should use baseline data plus teacher assessment and contextual information set aspirational targets for pupils in core subjects.

Pupil progress against these targets will be closely tracked.

Pupils should be encouraged to be involved in their own target setting and evaluating progress e.g. in cold tasks in writing. Involvement in their own learning will develop motivation and pride.

Thameside uses Target Tracker and B-Squared (for children accessing our Rainbow Room provision) as a tool to monitor the achievement and progress of pupils.

### 2. Monitoring & Evaluation

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- supporting the use of appropriate teaching strategies by allocating resources effectively;
- ensuring that the school buildings and premises are best used to support successful teaching and learning;
- monitoring teaching strategies in the light of health and safety regulations;
- monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensuring that staff development and performance management policies support the school self-evaluation process.

**The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.**

Subject leaders monitor the way their subject is taught throughout the school through regular monitoring and evaluation of all aspects of learning and teaching and provision through observations, planning monitoring, pupil voice, work sampling and data analysis.

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

### 3. Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review this policy annually.

*S Greenaway, July 2023*