



## **Curriculum Policy**

***“It is not in the stars to hold our destiny  
but in ourselves.”***

**William Shakespeare**

## Intent

Challenge

Communication

Critical Thinking

Curiosity

### **Curriculum Vision:**

At Shakespeare, our curriculum is designed to enable our children to be prepared for the modern world; we aim to provide the cultural capital so that they can become successful citizens in our community. Academic achievement, the arts and physical activities are at the core of our curriculum offer. The children at Shakespeare will be exposed to a wide range of texts to read; lessons will be creative in order to inspire and challenge our learners and we actively promote a vocabulary-rich environment. Our curriculum is inclusive for all learners, allowing them to explore ideas and ask purposeful questions. All children, at every level, will be challenged.

**We are passing on the discoveries and work of the previous generations to the next, whilst empowering pupils to add to this body of knowledge in the future.**

### **Our curriculum aims are:**

#### **To be knowledge rich**

Our curriculum is rich in knowledge; knowledge which is built upon and developed as the children progress through school. Knowledge is powerful and opens doors; it brings enjoyment. Substantive and Disciplinary knowledge is carefully considered within our long term planning to ensure that it is built upon year-on-year.

Our knowledge -rich curriculum is built on the following five principles -

#### **1. Acquisition of 'powerful knowledge' is at the heart of the curriculum**

This means that pupils learn knowledge which empowers them to not only understand the world around them but to understand how each subject discipline works in order to extend this knowledge of the world.

#### **2. Knowledge is specified in fine detail**

This means that we set out very precisely what pupils will know and be able to do in each subject. This means that we don't leave anything to chance. If we want pupils to know a specific piece of knowledge we specify when and how this is learned over time.

#### **3. Knowledge is acquired in long-term memory**

This means that we expect all pupils to remember their learning into the future. We have planned the curriculum so that there are many chances for pupils to review what they have already learned and secure it in their memories.

#### **4. Knowledge is carefully sequenced over time**

This means that we have thought carefully about the most effective order to learn new curriculum content in. We have planned the curriculum so that each unit of work in a subject builds directly on what has been learned before. This helps pupils understand and remember their learning more effectively.

## **5. Knowledge is organised into subject disciplines and is derived from discourse within subject communities**

This means that from KS1 we teach individual subjects such as History, Geography, Science, Arts and Languages. We treat each subject separately so that pupils have a very clear understanding of what is important about each subject and that their knowledge and skills progress systematically over time in each area of the curriculum. We work closely with subject experts and subject associations to ensure that what we choose to include in our curriculum is the very best that it can be.

### **To promote high quality Communication**

Communication is at the heart of all human relationships.

Fundamental to the Shakespeare curriculum is the importance of speaking and listening. Our children have access to language-rich classrooms where discussion is highly valued. In the words of Mary Myatt, 'It is the development of talk which underpins everything else: all learning.' We advocate this.

Our classrooms promote talk and discussion; teachers and children interact through structured talk activities and discussions; sharing ideas, thoughts and challenging one another by asking questions.

Concurrently, we place high emphasis on listening. There are two aspects to listening – one is to listen, the other is to be listened to. We expect the children to understand that when they are listening to someone, not only are they being respectful but they are also learning.

Effective communication helps to build respectfulness, empathy, confidence and mutual understanding. It is key in building a safe and harmonious school where children can thrive.

### **To be active learners**

In conjunction with our agreed approach to teaching and learning, the Shakespeare curriculum intends to allow our children to be fully 'active' in their learning. The children will work collaboratively, be challenged, independent and resilient and will be motivated to learn. Dylan Wiliam said, 'If you're serious about raising achievement, you have to create a classroom where participation is compulsory...' Our curriculum aims to promote this.

### **To be physically active**

Physical Education and school sports play an integral role in our curriculum. Our children receive high-quality PE lessons and take part in regular inter and intra school sport in order to apply knowledge acquired through lessons, extra-curricular clubs and out of school clubs. We have developed excellent links with local clubs and Fleetwood Town Football Club work closely with us; even running school sports camps through the school holidays. Our rich and diverse PE curriculum, which includes yoga and ballroom dancing, benefits from skilled staff delivering lessons with passion and expertise.

### **Outdoor Learning**

We are a Beach School and children regularly explore subject learning outside of the school. Learning outside of the classroom improves physical health, helps develop an appreciation and understanding of the world, improves mental health, develops communication skills and develops problem solving skills. These sessions are also key memorable moments and are key in igniting the love of learning in our children.

We aim to create curriculum coherence through conversations and professional dialogue so that everyone understands its aims and purpose. Teachers are encouraged to ask,

**‘Why am I teaching this?’**

**‘Where does it fit with the bigger picture?’**

and in doing so, they are able provide clear links to the children and to ensure that lessons are not taught in isolation but are part of a well-designed sequence. Teachers are expected to explain,

**‘We are learning this today so that...’**

The children must know the purpose of their learning and why it is important so that lessons move to a level of deep understanding.

## **Implementation**

### **Teaching and Learning**

### **Curriculum Design**

Our curriculum is based upon the requirements of the National Curriculum which is broken down into smaller, manageable ‘chunks’ through the KLIPS documents for each subject.

At Shakespeare, our spiral curriculum is designed so the key concepts that run through each subject are revisited and built upon as children progress through school. Each subject has its own key substantive and disciplinary knowledge that children learn. New knowledge is designed to build on prior knowledge.

The teaching of concepts is important because they help pupils to develop understanding in the long-term memory which in turns helps them to make connections with new knowledge.

Through careful planning, teachers are aware of the previous learning in each subject and are able to draw upon it in explaining, modelling and teaching new skills and concepts.

Teachers consider the most important knowledge and concepts and focus upon these to ensure that children explore these in depth and are then able to know more, remember more and be able to do more, over time.

Deliberate vocabulary is incorporated into each unit of work. A rich vocabulary is likely to lead to better outcomes for all children and particularly to those who have not been exposed to them outside of school. A particular focus upon Tier two (multiple meaning / high frequency in writing) and three (subject specific) vocabulary is taken.

Knowledge organisers are produced for each unit of work and these are used by children and teachers to focus upon the key learning.

Our curriculum delivery is based upon Rosenshine’s Principles of Instruction:

1. Daily Review
2. New Materials in Small Steps
3. Ask Questions
4. Provide Models
5. Guide Pupil Practice
6. Check Student Understanding

7. Obtain a High Success Rate
8. Scaffold
9. Independent Practice
10. Regular Retrieval and Recall Review

Through providing a broad and balanced, ambitious curriculum, children are provided with rich and diverse learning experiences, that build an inter-connected picture of our world, its diversity, cultures and history.

Global Learning Themes have been carefully chosen to draw out conversations and encourage children to make links between subject content, general knowledge, themes within books and current affairs in order to help develop a deeper understanding of the world that we live in.

We adopt an approach of *High Challenge; Low Stakes* where children are able to explore new learning and concepts in a safe and supportive environment. Through collaboration, peer support and the use of metacognitive strategies, our children are able to regulate their emotions. We will not put a 'limit on learning' and aim to provide an '*ambitious curriculum for all pupils, particularly disadvantaged pupils and including pupils with SEND.*'

### **Reading and Writing within the Curriculum**

As with all elements of our curriculum, children are provided with opportunities to read, explore and write within a variety of genres, which allow children to build and develop the literacy knowledge and skills required for success, as they progress through school. Within our curriculum, we have identified age-appropriate texts that immerse children further into their subjects and wider values, promoting connections between the written word and the world we live in. Ultimately, this deepens the knowledge our children acquire and elevates that knowledge into every day discussion and exploration. Furthermore, when writing within a theme, children are able to demonstrate the depth of knowledge they have acquired. This is a symbiotic relationship, whereby the knowledge in both Core and Foundation subjects are enriched and strengthened by each other.

### **Creative Teaching and Learning**

Our curriculum places high emphasis on creativity and children are provided with opportunities to pursue their curiosities and interests. As W.B. Yeats wrote, 'Education is not the filling of a pail, but the lighting of a fire'.

Our teachers carefully plan lessons that facilitate child-led learning to encourage children to seek answers to their own questions. Teachers seek ways to bring learning to life, planning memorable, practical, exciting learning opportunities, making use of all learning environments and resources.

Children gain knowledge from a variety of sources and learning activities and present their acquired knowledge in different ways: e.g. Powerpoint, painting, drawing, collage, writing, delivering speeches, debating, performance and song.

In all year groups, our curriculum will be appropriately challenging; content will not be simplified, but will support the children in unearthing the richness that it possesses. Children with SEND will receive scaffolding to help them to achieve their next steps in learning. In some cases, these will be personal to each child and Individual Education Plan. Teaching staff will provide modelled and guided practice to build towards SEND children working independently on their learning goals as independence for all learners is key. When presenting their knowledge, writing is often a barrier to children with SEND, so our staff will ensure that they are confident to record their knowledge and understanding of the curriculum using the alternative methods.

## **Retrieval Practice**

Our staff have been trained to understand how pupils learn with regard to the Working (short-term) Memory and the Long-Term Memory. Staff will begin every curriculum lesson by activating prior knowledge through retrieval practice activities so that whilst the children are processing the current learning, they can make links with previous knowledge stored in the long-term memory. The children will have repeated exposure to knowledge and vocabulary so that the new information can be transferred to the long-term memory.

Teachers will incorporate 'spaced' retrieval practise in to curriculum sessions. They know that every time information is retrieved, it changes that original memory and makes it stronger.

Furthermore, it is well regarded that a memory will become more deeply embedded in the long-term memory when the knowledge is linked to more schemata. Because of this, we ensure that our curriculum is purposefully planned to make links with other subjects.

Class reader covers many subjects, not only are the children introduced to challenging vocabulary through the use of the Kindle App, the opportunity to discuss historical and geographical topics happen during these sessions. These books are carefully chosen to include important SMSC and British Values themes so that these can be explored with the children.

## **Subjects**

### **English**

In Key Stage 1, children will be taught phonics following the Read Write Inc. programme in daily sessions. Children will be taught in ability groups across their own year group for these sessions. Intervention sessions will take place to boost children progress. Spelling will be taught from Year 3 to 6 through Spelling Shed. Children will be taught handwriting from Reception in order to meet the requirements of the National Curriculum. GPS is taught throughout out Talk For Writing approach to English. Children will receive a rich story diet through English lessons and class reader throughout the school where fluency, vocabulary and comprehension skills will be taught discretely and within other lessons too. British Values and SMSC themes run through the chosen texts and these build in to the way that we develop the character of our pupils. Reading Dogs are used to guide teachers' planning and ensure each domain is taught: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing and Summarising. Lexia, Bedrock Vocabulary and Spelling Shed is used to consolidate skills and is incorporated into lessons via interventions in order to support SEND and children not yet meeting the expected standard in Key Stage Two.

### **Maths**

School have adopted the White Rose Maths planning across school through a mastery approach. Each year group aim to complete small, cumulative steps that build a solid foundation of deep mathematical understanding. Strong formative assessment and scaffolding in lessons is used by teachers to maintain high expectations for children. Reactive support is provided for children who require further support in achieving goals and an approach of 'keep up' not 'catch up' is taken across school. Summative assessments through end of unit and end of block testing helps teachers identify and address gaps in learning.

### **Science**

Science is taught weekly across school and is embedded into EYFS provision as we aim to provide children with a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically. School have adopted the Curriculum Policy

Developing Experts resource to support the sequencing and teaching of Science. It provides vital resources, supports teacher subject knowledge and embeds key vocabulary and allows our children to grow as scientists. Links with local schools and employers coupled with science 'days' add to our vision to create critical thinking scientists.

## **Art**

The children are taught through a combination of direct teaching, investigation and experimentation. They are provided with first-hand experience, teacher prepared materials, the school collection of library books, reproductions of art work, educational visits, and technology. The children learn about other artists and cultures through Artist of the Month and the requirements of 'Investigating and Making' and 'Knowledge and Understanding' are brought together. There is a whole school written sequence of learning where knowledge and skills have been divided into Year Groups. This sequencing provides a systematic approach to the teaching and learning of art where the skills and knowledge build up over the years and will be revisited and embedded at certain points and teacher are supported in planning for this.

## **Computing**

Children in Years 1-6 have discrete weekly computing lessons taught in the ICT suite. Children in EYFS – Year 6 have access to desktop computers and iPads. These lessons are taught by class teachers using our new computing curriculum called 'Teach Computing' which ensures the requirements of the National Curriculum are fully covered including coding and online safety. These lessons teach skills and the curriculum identifies cross curricular links where these skills can be utilised. Other computing resources including cameras, microscopes, data loggers, visualisers, robots, musical instruments, graphic tablets, headphones, programmable toys and talking tins are available for children to use. Professional quality filmmaking equipment (4K camera), a P.A. system and mixing deck are available to support performance activities.

## **DT**

A set of three D&T projects are completed by each year group at Shakespeare. Cooking and nutrition will take place in every year group, with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this as well as developing healthy, safe and hygienic practice for food preparation. The other two projects taught will cover the areas of textiles, structures and mechanical and electrical systems. The skills and knowledge taught in these areas will be returned to and built upon every two years ensuring that children develop strong understanding of the 'Design, Make, Evaluate' process.

## **French**

Our French subject Leader is fluent in French; she both delivers and supports the delivery of French lessons across key stage two. Lessons focus upon developing vocabulary through repetition, reading, writing, speaking, listening, role play, actions, songs and rhymes. The use of ICT also plays an integral role in its delivery.

## **Geography**

Throughout each year group from EYFS to Year 6, Geography is carefully sequenced to ensure that knowledge is built upon and consolidated as the children become more proficient Geographers. In EYFS, a focussed emphasis upon building children's knowledge and

understanding of the world is vital. Within Geography, Locational knowledge, Place knowledge, Physical and Human Geography is taught in conjunction with the important disciplinary knowledge of mapping, fieldwork, enquiry and investigation, communication and use of ICT. Children are able to build on previous knowledge and dive deeper as they progress through school.

## **History**

History meets the requirements of the National Curriculum and is taught through discrete units of focus. Concepts are revisited in units to build links in learning. These links are: Community and Beliefs, Agriculture and Industry, Conflict and Invasion, Significant People and Events and Local History. Each unit of work has clear concept threads which link to previous units allowing children to deepen their understanding and make links. Long term plans and knowledge maps guide the focus of lessons through these concepts.

## **Music**

Music lessons take place weekly using ICT based Charanga musical school resources.

All children in Year 4 are taught to play a brass instrument as part of the Wider Opportunities scheme. CMS resources are also used in these lessons to ensure that all skills are covered.

Children, who display a dedication and talent for instruments and singing have the opportunity to join the school band. We also offer other extra-curricular music opportunities in the form of a successful school choir and other performing groups.

A peripatetic teacher provides 1:1 music lessons on a Thursday.

## **PE**

Each class will have 2 PE sessions per week, one inside and one outside.

Children will have swimming lessons throughout Year 4.

We follow the Lancashire PE scheme which covers games, gymnastics and dance. We also offer a range of afterschool sports activities, and children in both Key Stages have opportunities to represent the school in a sporting capacity in competitive and inclusion events.

Outside agencies support teachers in delivering lessons focused on specific skills and all year groups have access to this through FTFC. This provides a five-week block of activities for Class R and Year 6 and two five-week blocks for Years 1-5 as well as a selection of extra-curricular sporting activities such as curling, multi-skills, fundamental skills for younger pupils, archery, darts, glow-in-the-dark dodgeball plus more.

A sports coach delivers specialist Gymnastics teaching to classes and supports the CPD of teachers.

Ballroom dancing takes place in Years 4-6 with children taking part in local competitions and festivals.

Yoga has recently been added to our PE offer.

## **PSHE**

SCARF resources are used throughout school to teach PSHE. Family workshops are provided by the Family Support Team which focus upon key issues related to keeping safe, health and wellbeing and the ever-changing world that we live in.

Puberty is taught to Year 5 pupils and sex education to Year 6. Letters are sent home stating when this will take place, and parents may withdraw their children from these lessons if they so wish – further details of this is available on the school website.

Key themes, within the SCARF curriculum are further explored through whole school and class assemblies giving a deeper understanding to today's issues and challenges for young people.

We are an accredited Kid Safe provider and our Family Support Team delivers sessions to all groups each term ensuring that we aim to go above and beyond in order to support our children's mental health and safeguarding through an engaging, fun and effective programme.

## **RE**

RE will be taught discretely each week. School have adopted the Lancashire agreed syllabus. These lessons will use big questions to help children develop a greater understanding and foster debate and discussion, oracy and communication. A daily act of worship will take place within assemblies, hymn practice or the classroom. (Children can be withdrawn if parents so wish). RE is an important subject that encourages children to view the world from a variety of viewpoints. It allows children to compare and contrast their own morals, values and attitudes and empathise with others' points of view. The world is a diverse and wonderful place and we aim to inspire our children's awe and wonder

## **Outdoor Learning**

At Shakespeare, we prioritise the following for outdoor education:

- Enhance pupil's overall health and well being
- Engage pupils with learning and increase motivation for other areas of learning
- Develop and extend key skills of communication, problem solving, creativity, critical thinking, leadership and cooperation
- Create a positive impact on behaviour
- Lead to a greater understanding of our natural environment and our community

These priorities build upon strategies of Metacognition and Self-regulation. We find that being out of the classroom allows our children to think differently and find other solutions to challenges and problems. These experiences are memorable and help children retain knowledge.

Teachers plan learning activities for the outdoors across a range of subjects which address these priorities and link directly to the curriculum objectives.

## **Personal Development**

### **Cultural Capital**

Cultural capital is the essential knowledge that 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.

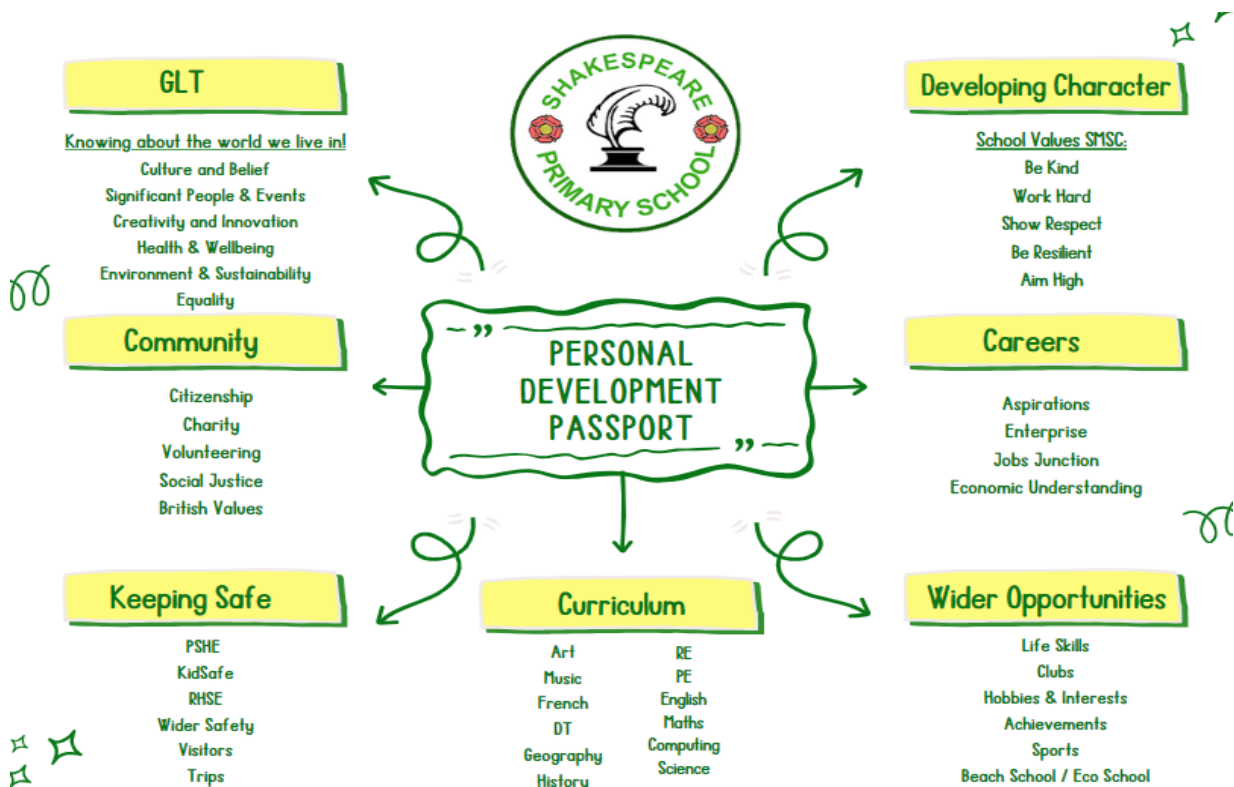
The Shakespeare Curriculum equips children with the cultural knowledge to propel them further in their education, careers and social development so that they can succeed in life. We have embedded opportunities that allow the children to celebrate and embrace the Curriculum Policy

diversity around them – the different backgrounds, heritage, language and traditions of all the people living in their school community, this country and the wider world.

As a whole school, we have enrichment opportunities within the curriculum to enhance cultural capital:

- Class and school-wide projects which celebrate diversity within both local and wider communities
- Taking part in local and national events of significance
- Supporting local and national charities
- Have opportunities to use the school grounds and beyond for Outdoor education
- Share their work with one another through class and corridor displays.
- Have opportunities for using a range of social skills in different contexts, including working and socialising with children with disabilities and children from different religious & ethnic backgrounds
- Take part in and respond to cultural and artistic enterprises
- Take part in a wealth of sporting opportunities supported by the local partnership groups
- Whole school assemblies to celebrate a diverse range of achievements
- Pupils explore current affairs and different interpretations of these events by the media
- Children explore future aspirations through our structured careers programme and making important choices.
- Children reflect on their experiences within their pupil personal development passport.

Personal Development is strategically planned under the following sub-sections:



### SMSC (Spiritual, Moral, Social, Cultural)

Curriculum subjects have strong link to SMSC aims and teachers' planning makes links to these in long term and medium term planning so that opportunities are maximised in lessons. All National Curriculum subjects provide opportunities to promote pupils' spiritual,

moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in Religious Education, citizenship and the PSHE (personal, social and health education) curriculum. A significant contribution is also made by our school ethos and effective relationships throughout the school, collective worship, and other curriculum activities. *For further information, please see the SMSC policy.*

### **Diversity in the curriculum**

Here at Shakespeare Primary School, we strive to give the children the knowledge and tools they need in order to leave us well-rounded individuals with knowledge and respect of the world, and communities, around us; diversity is therefore at the forethought of all our planning and educational provision across the curriculum, throughout the year. Whilst we celebrate Harvest Festival, Black History Month, Diwali and Holocaust Day for example, we intend this to compliment the learning already taking place day to day, rather than in isolation.

Across the year, the whole school will participate in a variety of themed days that celebrate national and international events alongside enhancing our curriculum with wider subject related experiences, therefore developing cultural capital. Here is a selection of some of our wider work.

Subject and theme specific cultural capital experiences include:

- Visitors to school and trips outside of our community. They will visit places of worship; museums and places of interest.
- Our pupils take part in workshops with professional artists; authors; dancers and musicians
- Knowing how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.
- They will have an age-appropriate understanding of healthy relationships.
- Collaborating with each other to problem solve
- Be aware of their strengths and areas for development and through a growth mind set approach are willing to ask and give support
- Selecting their own challenges, carrying out self and peer feedback, building success criteria, peer coaching and leading discussions by asking purposeful questions to be independent in their learning
- We have strong links with local nursing homes and through this children are able to interact with elderly residents and build up a clearer picture of the world beyond their generation.

### **British Values**

At Shakespeare Primary School we have carefully considered our core values and the values of our society that are fundamental to a growing and vibrant country and economy. We have considered how our curriculum and other opportunities can be planned to ensure our children develop into responsible citizens. Below are some of the curriculum links and opportunities:

Democracy	
○	Each year the children in every class decide upon class rules and responsibilities to follow throughout school.
○	Two school council members are elected by the children in each year group. The council meet regularly to discuss any proposals or agendas.

○	At Shakespeare, we are very aware of others who may not have as much as us and therefore we encourage children to come up with worthwhile charities that we can support. The children sometimes decide upon their own charity and plan events to raise money for that chosen charity.
○	One Anti-bullying representative is voted for from each class.
○	Eco Council representatives are voted for from each class.
○	Anti-Bullying Ambassadors are selected by the Family Learning Mentor as part of the Diana Initiative.
○	A variety of leadership roles are voted for and undertaken by children.
○	We develop speaking and listening skills across the curriculum and provide opportunities for debate across a range of subjects. For example: Is school uniform appropriate in Primary Schools? Why should people recycle? Should children have access to Social Media?
<b>The Rule of Law</b>	
○	The importance of laws (whether they are those that govern the class, the school, or the country) are consistently reinforced at Shakespeare Primary School.
○	Children in each class are given a variety of responsibilities and are encouraged to take care of their environment and to be independent.
○	Through our PSHE lessons, we explore the concept of rules at home, at school, and in the wider community. We provide opportunities for pupils to gain an understanding of the value and reason behind the rules, and how they can protect rights and freedoms. Our pupils will learn to name groups of people who make rules and how rules are enforced.
○	Our behaviour policy and anti-bullying policy provides our pupils with clear expectations of behaviour in school. Our pupils learn to understand and exercise the notion of fair play.
○	We have developed a positive learning environment where pupils are encouraged to reflect on their own behaviour and learning.
○	Our PSHE curriculum is enhanced by visits to school from the police, legal professionals, faith leaders and others. Our pupils learn that to break the rules should be an accidental and not deliberate act and to appreciate that actions have consequences.
<b>Individual Liberty</b>	
○	Pupils are encouraged to make choices and take risks, knowing that they are in a safe and supportive environment.
○	We have an ethos where pupils can make positive choices, in a safe and supportive environment.
○	In Reception and Year 1 (Autumn term), children are encouraged to be independent through the continuous provision areas. They learn through a play-based curriculum and the child's interests are at the heart of the curriculum. This strand of independence is then developed and nurtured throughout the school, where children make increasingly independent decisions on how they will approach challenges in all aspects of school life.
○	Through the PSHE curriculum children are educated about making informed choices, lifestyles and about their rights and responsibilities. Regular circle time gives children a chance to discuss issues as they arise and to reinforce the values of the school.
○	All children are able to make their own choice from the hot school dinners options. They collect their own dinner and tidy away for themselves.
○	Across the curriculum, we provide opportunities to learn about rights, responsibilities and personal freedoms.
○	We carefully plan and embed activities to improve pupils' high order thinking skills as well as abilities such as confidence, teamwork, and leadership.
○	We provide pupils with opportunities to develop leadership skills. For example: Sports leader training, play leader training (PALS), and through our School Council. Children also support other children in a lower year group during lunchtime breaks with reading and writing.
○	Through our English, Geography, RE and History curriculum and through our Class Reader, our pupils learn about the struggles for freedom and discrimination and communities in Britain and elsewhere.

○	We conduct discussions about the rights we feel each child should have and pupils learn that all people are equal.
○	Pupils learn that we can all contribute to discussion and are encouraged to express an opinion clearly and effectively.
○	Pupils are educated on career opportunities in STEM that are available to them now and in the future.
<b>Mutual Respect and Tolerance</b>	
○	Respect is a core value in our school that is visible in everything we do.
○	Mutual respect is at the heart of Shakespeare Primary School. Our pupils learn respect for each other through the PSHE curriculum and the daily ethos of the school.
○	The playground is zoned during playtime to promote respect for children's different needs, i.e. quiet area, games area
○	In class, all children have talking partners and they all take part in peer reviews of each other's work. Children, when capable, identify what they have done well and then their next steps to improve.
○	Throughout the year we celebrate a range of values, agreed by the school community that help to develop respect for one another and develop the ethos of the school. These are introduced through whole school assemblies and PSHE sessions.
○	We tackle all types of bullying, including online-bullying and prejudice-based bullying related to special educational needs, disability, gender, gender reassignment, race, religion and belief, sexual orientation.
○	We use a range of resources and approaches to learn about different faiths and beliefs. This includes a planned programme of visits to different places of worship, as well as visits to schools by representatives of different faith communities.
○	We engage with the Lancashire Syllabus for RE. The syllabus outlines the contribution that RE makes to the whole school curriculum, including pupils' SMSC development.
○	Our pupils learn to respect the opinions and beliefs of others through RE. For example, when studying Judaism, our pupils will learn to identify artefacts worn by Jews during worship and explain why these are important.
○	Across the curriculum and through community engagement, our pupils develop a strong sense of community and togetherness. They are supported addressing a range of community issues and contribute to solving them.
○	Our whole school and class assemblies target British Values and SMSC aims through real world events and people and through these lenses challenge stereotypes and widen their beliefs of what is possible.

## **Assessment**

### **Formative Assessment**

*Please refer to the T&L policy for an in-depth overview of how AFL looks at Shakespeare.*

### **Marking and Feedback**

High quality marking and feedback is a key component for successful AFL. Live marking and verbal feedback allow teachers to continually check how successful the children are in their learning. Mid-learning breaks and discussions will also allow teachers and children themselves the opportunity to provide high quality feedback.

*Please refer to the marking and feedback policy for further information.*

### **Low Stakes Assessment**

Kahoot, individual Big Questions, Proof Of Progress questions and verbal quizzes are used as a form of low stakes assessment for each 'lead subject' in a topic. The quizzes are taken at the start, end and throughout the unit to allow teachers to use the data to inform future planning which will incorporate further retrieval practice activities where appropriate. The

children will also have a clearer understanding of themselves and their learning by completing the quizzes. This supports metacognition.

### **Pupil Interviews**

At the end of a topic, class teachers/TAs will interview children about what they have learnt. They will have pre-prepared questions, images and diagrams relating to key knowledge that will be discussed during the interviews. The interviews allow teachers to collate knowledge from the children in a way that is accessible and inclusive for all.

### **Summative Assessment**

At the end of each unit of work, teachers will make summative assessments for each child. Teachers will consider what the children know and can do and measure that against the outcomes (recorded on the knowledge organisers) and from this make their judgement. These judgements are recorded into assessment spreadsheets under four categories:

- Below (working below their current year group expectations)
- WTS (working within their year group expectations but have not yet achieved the sufficient level of concepts, knowledge and skills)
- EXP (working at the expected level for their year group)
- GDS (Working at a higher level of understanding than their year group and able to make detailed links, justify ideas and explain rationale)

### **Impact**

The school curriculum leaders, alongside the Headteacher and Assistant Headteachers work closely with subject leaders and class teachers on an annual basis to assess the quality of impact for each subject. We aim to amend areas that require development and continually seek to plan clear links between curriculum areas.

### **Monitoring and Evaluation**

Subject leaders will take the lead on monitoring and evaluating the effectiveness of their subject within the curriculum. Feedback from any Monitoring & Evaluation activity will be given in a timely manner and should reflect the school's philosophy. Where staff are struggling to meet expectations, they will be directed to the appropriate support. Staff will be expected to work proactively in order to improve upon any areas for development. Subject leaders will provide the curriculum leaders and the Headteacher with an overview of the outcomes from any monitoring activities and those leaders will subsequently complete any follow-up monitoring, or indeed explore their own avenues of interest.

Monitoring & Evaluation activities include:

- Data analysis
- Book audits
- Planning audits
- Moderation
- Monitoring class dojo
- Pupil interviews
- Learning walks
- Team teaching
- Lesson observations
- Displays

Subject Leaders are provided with a list of tasks that they should complete during their subject leader release time. The Headteacher and Assistant Headteachers will provide a timetable for subject leader release time at the start of each term.

### **Review and update**

This policy is to be reviewed on a yearly basis by the Curriculum leaders and Headteacher.