



# Building Our Curriculum



Come as you are and grow with us



**'Young people get one opportunity to learn in school and we owe it to them to make sure they all get an education that is broad, rich and deep.'** Spielman

The curriculum allows us, as a school, a number of freedoms

<b>How to teach</b>	The programmes of study outline what is to be taught, but <u>not</u> how it should be taught.
<b>Which aspects of the subject pupils will study in depth</b>	The requirement is that schools cover the programme of study, but individual teachers can decide which aspects they wish to emphasise. For example, they may choose to cover some aspects in a single afternoon and spend a whole term on others.
<b>How long to spend on each subject</b>	It is for schools to decide how to deliver the curriculum and how to organise their timetables
<b>How to arrange learning in the school day</b>	There is no requirement for subjects to be taught discretely. Subjects can be grouped creatively or taught through projects, if strong enough links are taught between subjects, pupils' knowledge and skills.
<b>Adapting and accommodating</b>	Some pupils' learning needs will be better matched by programmes of study from earlier or later key stages.

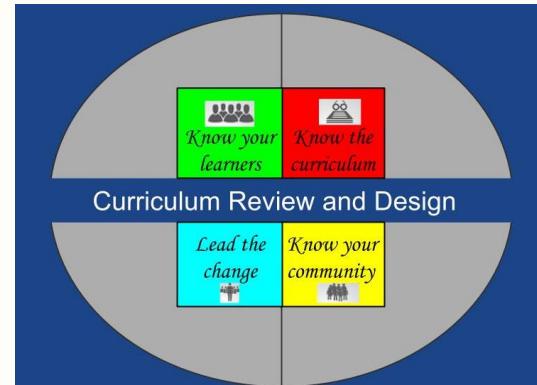
This freedom allows us the scope to design our own curriculum, tailored to the needs of our pupils at this given time.

Central to our curriculum are a shared core of key principles, both about the curriculum and the way children learn.

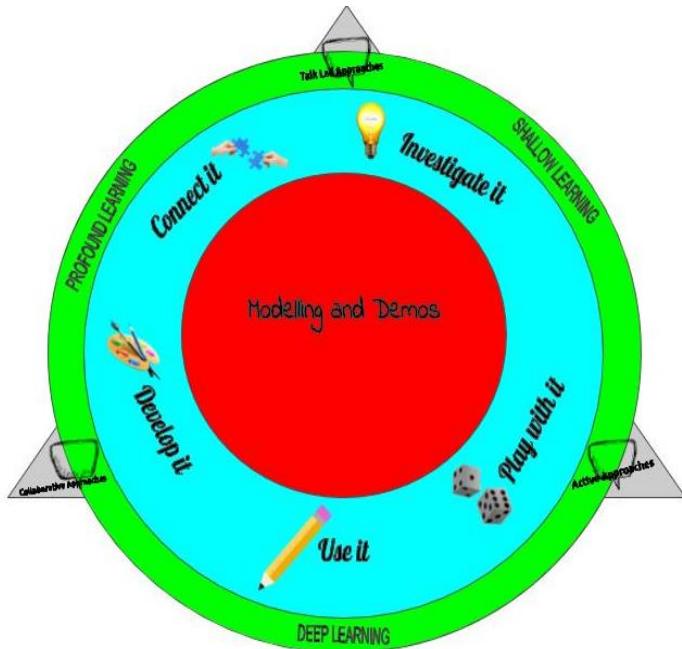
- **High Expectations** - We aim to provide an inclusive education within a culture of high expectations, whereby every child succeeds and progress from their starting points is clear.
- **Differentiation** - All of our children are supported appropriately to meet their individual targets. The curriculum is personalised; pupils know what is to be learned, how and why.
- **Independent Learning and Problem Solving** - Learning is visible. Children find out things for themselves and are active participants in their own learning. Children develop understanding through real experiences and enquiry.
- **Challenge and Enrichment** - Our curriculum is driven by stimulating and enthusiastic teaching which ignites and real love of learning, one which motivates and inspires our pupils to achieve more.

## Flexibility

School has a very clear vision of our curriculum expectations and the long term planning of our curriculum is clear and robust. The leadership team has outlined a definite curriculum map, across year groups. Crucially however, flexibility remains in terms of the medium and short term planning, within phases and by individual teachers. This enables the curriculum to be personalised to the interests and needs of the pupils and the school community.



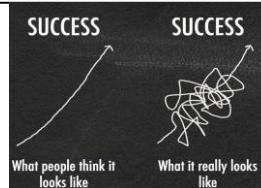
# Teaching and Learning: Child Centred & Purposeful



Being reflective in what we offer our pupils is incredibly important. With much uncertainty in the education system, we must believe in the fundamentals that form our own practice:

- Be creative - Prioritise passion over recall!
- Know our children and personalise their learning. Avoid simply lowering standards. Instead maintain high standards but sure children are suitably equipped to reach them.
- Ensure time to show individual children how to improve. It's not that they can't do it, they just can't do it yet.
- Establish an environment that promotes ambition, where children regard difficulties not as obstacles but as stepping stones to greater achievements.
- Make learning enjoyable. Enthuse, engage and empower children to be active participants of their own learning.
- Make it real and give it a purpose!

Our own language of learning must reflect our key principles. We strive to develop in our children the notion that their ability can be grown and developed (Growth Mindset). Learning is observed not as a straightforward process but rather as a complex journey of success and failure, whereby mistakes are necessary.



The Power of YET.

**This is where I am now**



**This is the gap**



**This is where I should be  
(our learning intention)**

**Purposeful Feedback**

**This is what I need to do**



# English Curriculum: Primary Writing Project

The Primary Writing Project is designed to help implement *Talk for Writing* at a whole-school level by providing support and training over a sustained period of time. It is estimated that it takes at least two years to embed *Talk for Writing* effectively across a school. It is a long term investment to improve standards in reading and writing. In addition, the programme aims to build capacity for sustainable improvement through developing leadership to improve the quality of teaching across the whole school. A ‘Project Team’ has therefore been identified in school. This team meets regularly, leading and developing the project in school.

The PWP provides training and resources, carefully aligned with the requirements of the National Curriculum, to:

1. Secure high quality teaching across each school.
2. Help schools develop strong school-wide systems to sustain improvements – developing the school culture.



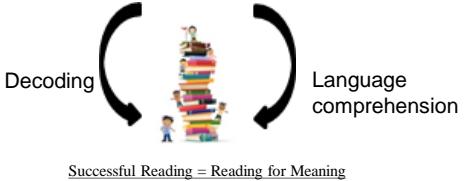
The project is based on the idea of deepening language understanding. Its aim is to motivate children and teachers as readers and writers, deepening understanding and refining skills so that children make accelerated progress and standards are raised. Children will gain confidence and pleasure as a reader and writer. It is grounded in the process of shared writing with a systematic focus on securing the basics of handwriting, phonics, spelling and grammar in relation to what children need to make progress in the text type being taught. It is also founded on the principle that schools should increase the amount children read and are read to.

It is based on the principles of a clear teaching sequence: **Imitation, Innovation and Independent Application.**

# English Curriculum: Reading For All

The expectations of the national curriculum put demands both on fluency with ‘word level reading’ but also with ‘language comprehension’. Both must be allocated equal weighting within our school reading curriculum overall.

The Simple View of Reading:



## Our Disadvantaged Children and Reading

Typically our disadvantaged children do tend to achieve less well than other pupils. Our priority must be to do everything we can to close this gap. To achieve the most fluency with reading a child must go beyond simply being able to read the words on the page and rather in some sense relate to them. What is really important is what children bring to a page of text, in so far as their own experiences and general knowledge. Reading comprehension requires a high standard of knowledge based inference.

i.e. *Peter pedalled hard but could not reach the top of the hill* – What was Peter riding?

There is no one magic way to improve comprehension but we must strive for a consistency of approach and an attention to detail. We do this through:

- An explicit teaching of new vocabulary and specific inference skills. Children who are struggling often do not have the tools to help them to be able to succeed. Vocabulary is critical to reading.
- Bringing texts to life and planning time for children to think about what they understand as a reader (metacognition) is paramount to reading for meaning. Children checking for themselves that there is no gaps in their understanding.
- Being mindful of those who have good word reading skills yet poor comprehension. They risk going unnoticed.
- Use reading volunteers as a non-threatening extra boost for reading comprehension.

As well as this we need to develop a motivation for children to want to read. We need children to view books as both an escape and an education. We have to get children reading more and enjoying it more.

## Year 5 Author Visits..



## Book Fair...



## Reading Reward Scheme...



# Maths Curriculum: Small Steps Approach

The small steps approach is designed to help in the delivery of the maths curriculum by breaking down the curriculum into manageable small steps that help children to understand concepts better and to ensure that gaps in learning are identified quickly and ‘fixed’. The end result remains the same - achieving **mastery** through a **concrete-pictorial-abstract** approach- but the updated approach ensures that staff are able to develop math teaching with greater confidence and subject knowledge, together with clear examples regarding the breaking down of objectives, rather than simply creating a cognitive overload for children with concepts that are too ‘big’.

## Teaching for Mastery

As a group of professionals, we revised the yearly overviews for the order of teaching maths for each year group with the intention that order of teaching and learning ensured all objectives within the National Curriculum 2014 are met. The yearly overviews:

- Have number at their heart, to build competency.
- Ensure teachers stay in the required key stage and support the ideal of depth before breadth.
- Ensure pupils have the opportunity to stay together as they work through the schemes as a whole group.
- Provide plenty of opportunities to build reasoning and problem solving elements into the curriculum.

## Concrete-Pictorial-Abstract

As our Early Years colleagues know all too well, children learn best through their experiences - this includes developing new concepts in maths. Therefore as a school we believe that each new maths concept should be delivered using the **CPA** approach.

**Concrete:** Children have the opportunity to use concrete objects and manipulatives to help them to understand what they are doing.

**Pictorial:** Alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

**Abstract:** Both concrete and pictorial representations should support children’s understanding of abstract methods.

# Yearly Overviews...

Year 1												
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Autumn	Place value (Number within 10)			Addition and subtraction (within 10)			Place value		Place Value (within 20)			
Spring	Addition and Subtraction (within 20)			Place Value (within 50 to include multiples of 2,5,10)			Measurement: Length, Height, Weight and Volume					
Summer	Multiplication and Division (reinforce multiples of 2,5,10 to be included)			Fractions		Place value (within 100)		Money	Time			

Year 2												
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Autumn	Place value			Addition and subtraction			Money		Multiplication and division			
Spring	Multiplication and division		Place Value		Shape	Statistics	Fractions	Length and Height	Fractions	Time		
Summer	Four operations		Capacity and Volume		Revision		Summer b – revisit place value and 4 operations ready for next year group					

# Teaching Notes...

The ‘Mathematical Talk’ section provides questions to encourage mathematical thinking and reasoning, to dig deeper into concepts.

The small steps approach continues to provide guidance on what varied fluency, reasoning and problem solving should look like. There are examples that can be incorporated into teachers planning and used to stretch learning and assess true understanding. This ensures the maths curriculum delivered at St Michael’s meets the core key principles of our curriculum: delivered with high expectations; differentiated through resources; promotes independent learning and problem solving; and, challenges and enriches the curriculum.

Alongside the small steps breakdown, each teacher is provided with some brief notes and guidance to help enhance the teaching of each topic.

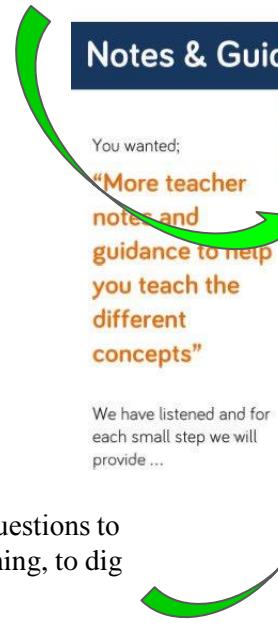
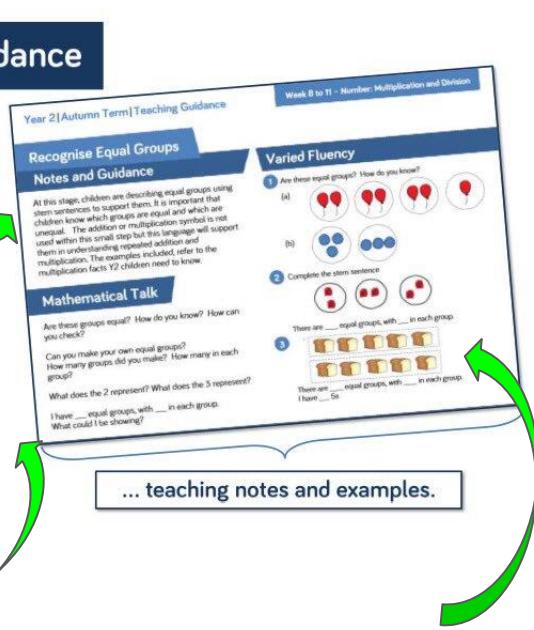
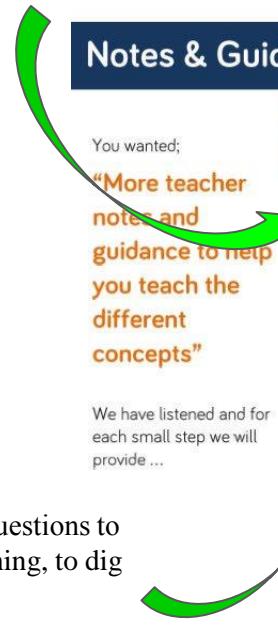
## Notes & Guidance

You wanted;

“More teacher notes and guidance to help you teach the different concepts”

We have listened and for each small step we will provide ...

... teaching notes and examples.



Year 2 | Autumn Term | Teaching Guidance

**Recognise Equal Groups**

At this stage, children are describing equal groups using simple sentences to support them. It is important that children know which groups are equal and which are unequal. The addition symbol is not used without a clear step but this language will support children's understanding repeated addition and multiplication. The examples include reference to the multiplication facts Y2 children need to know.

**Varied Fluency**

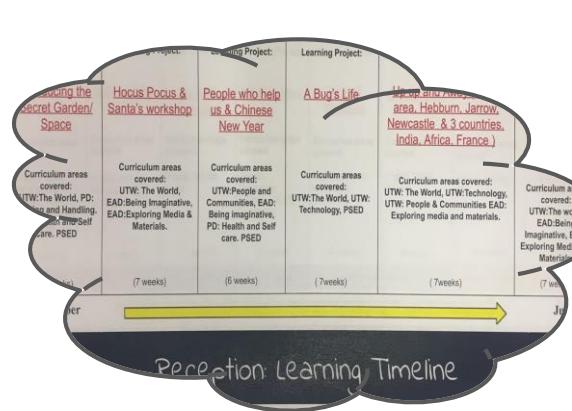
- 1 Are these equal groups? How do you know?  
(a) 
- 2 Complete the stem sentence.  
  
There are \_\_\_\_ equal groups, with \_\_\_\_ in each group.
- 3 What does the 2 represent? What does the 3 represent?  
I have \_\_\_\_ equal groups, with \_\_\_\_ in each group. What could I be showing?

... teaching notes and examples.

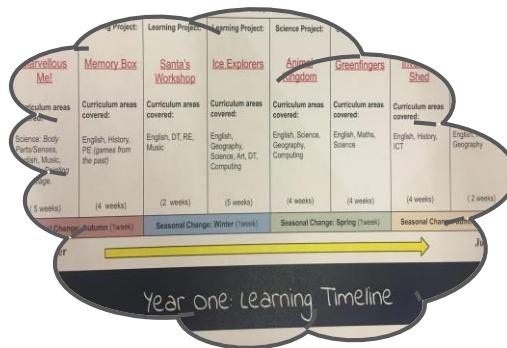
# Curriculum Learning Projects: Topic Timelines

Our ‘Learning Timeline’ is intended to provide a general overview of Science and Topic teaching throughout the year. Staff have designed their timeline to hook children into their learning and ensure curriculum coverage is effective. The time given to each topic is subject to change in order to ensure high levels of children engagement. In KS1, Science and Learning Projects are taught in blocks, one following on from the other. This allows staff to really immerse our younger children in the learning intended for each project at a time.

Over the course of the year there will be short periods during which a normal curriculum timetable will be suspended to allow for whole school projects: The whole school will engage in a range of art activities during a termly ‘Art Day’. Awareness week will take place during the Spring term. Health week will take place during the Summer term.



## Planning with Purpose...



**Engage: Let's Think:** Each learning Project starts with a memorable first-hand experience. Pupils begin observing, researching and setting questions. During this phase, the children have lots of opportunities to fully engage with the new topic.

**Develop: Let's Learn:** A large part of the Learning Project is focused on improving knowledge and understanding. Children develop and practise new skills. They explore the topic by making and doing.

**Innovate or Invent: Let's Create:** The children are involved in activities that encourage them to apply skills and knowledge in real-life contexts. They solve real or imagined problems through learning and gain inspiration from a range of creative activities.

**Express: Let's Apply and Reflect:** In the final part of each Learning Project, the children become performers, experts and informers! They link their learning back to the starting point and provide opportunities to share and celebrate their achievements with others.

# Curriculum Learning Projects: Personalised

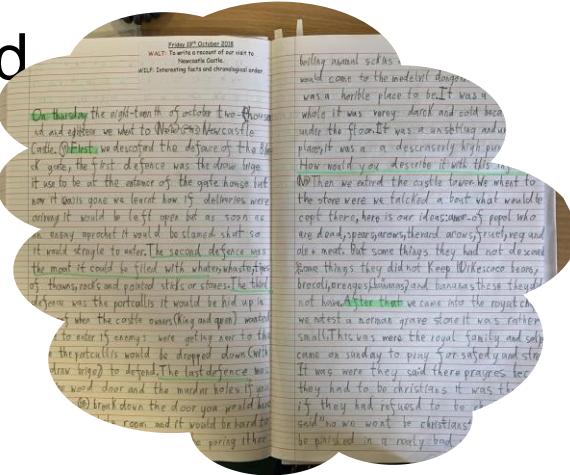
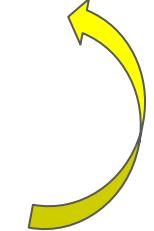
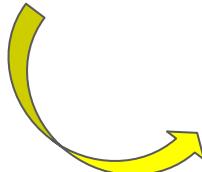
## Planning with purpose in Year 2 ...

**Engage: Let's Think:** Each learning Project starts with a memorable first-hand experience. Pupils begin observing, researching and setting questions. During this phase, the children have lots of opportunities to fully engage with the new topic.

**Develop: Let's Learn:** A large part of the Learning Project is focused on improving knowledge and understanding. Children develop and practise new skills. They explore the topic by making and doing.

**Innovate or Invent: Let's Create:** The children are involved in activities that encourage them to apply skills and knowledge in real-life contexts. They solve real or imagined problems through learning and gain inspiration from a range of creative activities.

**Express: Let's Apply and Reflect:** In the final part of each Learning Project, the children become performers, experts and informers! They link their learning back to the starting point and provide opportunities to share and celebrate their achievements with others.



# Outdoor Learning: Stepping outside of the classroom



## The Secret Garden

We greatly value the use of the outdoors to engage children in their learning and find it especially effective when motivating more reluctant learners.



The outdoors is widely used by all year groups in school, for a range of purposes across the curriculum. The Secret Garden continues to be an invaluable addition to our outdoor environment.



# A Curriculum for All...

Termly Newsletters provide an invaluable overview of the broad and rich curriculum we offer our children. Learning experiences are wide ranging and appeal to the many differing interests of our pupils. All children are provided with opportunities to compete in sports teams, take part in residential and join in our many different extracurricular activities.

Residential  
Trips...



Creative Arts...



After School  
Clubs...



...Sport for all - at  
every level





# SEN/Disadvantaged: Improving outcomes

## Action plans/personalised timetables

As a school we are constantly adapting, changing, modifying, improving our curriculum to meet the needs of all of our children.

A bespoke curriculum is a MUST for some of our most vulnerable children. Those SEND children who have an EHCP require a personalised timetable that identifies the learning that they need and experience. Their Individual Action Plan evidences the impact of intervention.

## Engagement with Parents

Establishing strong relationships with parents and engaging them in the learning and development of their children is crucial in improving outcomes.

We establish this from the beginning of a child's life in our school through Nursery Stay and Play Days. This continues throughout Early Years, KS1 and KS2 through Maths Cafe from Reception to Year 6, Special Events in the Secret Garden, Early Help, Parenting Courses and whole school and individual class events.

Year 4 Intervention Timetable Spring 2017-2018									
	8:45-9:00	9:00-9:15	9:15-10:00	10:00	10:00-10:45	10:45-11:30	11:30	11:30-12:00	12:00
Monday	Sign language group EM with RJ & Mrs Hill with Y6	Progression and governance	Maths	English	Reading comprehension Pupil voice Mrs. Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	Trigger creation with RJ
Tuesday	Sign language group EM with RJ & Mrs Hill with Y6	Progression and governance	Maths	English	Reading comprehension Pupil voice Mrs. Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	Trigger creation with RJ
Wednesday	Sign language group EM with RJ & Mrs Hill with Y6	Progression and governance	Maths	English	Reading comprehension Pupil voice Mrs. Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	Trigger creation with RJ
Thursday	Sign language group EM with RJ & Mrs Hill with Y6	Progression and governance	Maths	English	Reading comprehension Pupil voice Mrs. Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	Trigger creation with RJ
Friday	Sign language group EM with RJ & Mrs Hill with Y6	Progression and governance	Maths	English	Reading comprehension Pupil voice Mrs. Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	EM with RJ & Mrs Hill with Y6	Assembly



## Barriers to learning/Challenge to Learning

It is important to recognise the varied learning needs of our disadvantaged children. Some children have the additional challenge of having a SEN while others are very able and need their learning challenged.

Staff know and understand the needs of our disadvantaged children. Each child identified has an individual Action Plan that ensures that their specific learning needs are met.

Elliemay Timetable Spring 2018									
	8:45-8:55	8:55-9:10	9:10-10:14	10:15	10:15-10:45	10:45-11:30	11:30-12:00	12:00	12:00-12:45
Monday	EM with RJ & S	Progression and governance	Maths	English	EM with RJ & Mrs Hill with Y6	PE, French Mrs. Hill with Y6 and Mrs. Hill with Y6			
Tuesday	EM with RJ & S	Progression and governance	Maths	English	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6
Wednesday	EM with RJ & S	Progression and governance	Maths	English	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6
Thursday	EM with RJ & S	Progression and governance	Maths	English	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6
Friday	EM with RJ & S	Progression and governance	Maths	English	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	EM in support group with Mrs. Hill with Y6	Assembly

## Working with Outside Agencies

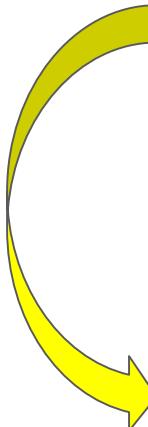
Engagement with other professionals to support our SEN and/or disadvantaged children is paramount.

In St. Michael's this includes: Speech and Language, Health Visitors and School Nurse, CYPS, OT, School Counsellor.

# Emotional Wellbeing: Our Listening Side

## PSHE: A Curriculum for Life

Teaching of personal, social, health and emotional wellbeing is very much part of our overall curriculum and filters into every aspect of our daily teaching and learning. However, as a school we are also conscious of the importance of discrete teaching within these areas. Responding to a rise in the number of very young children displaying specific emotional needs, a programme of study has evolved to support children to understand their feelings and to make healthy and informed choices as they grow and develop.



Targeted and additional support involving managing feelings and behaviours and understanding feelings is also provided when necessary.

A special quiet space has been designed to promote positive emotional welling being.

# Early Years: Targeted Early Intervention

Our Senior Leadership and Early Years team pride themselves on the way in which they support and nurture each and every one of the children entering into St Michael's Nursery and Reception classes whilst ensuring they reach their potential. From the earliest instant and based upon many factors including; home visits, nursery visits, new starter meetings and transitional sessions, the children are assessed. Based on these assessments, pupils are provided with a unique learning experience, which factors in both previous learning experiences but also takes into account and identifies early the many possible barriers to learning.

**The use of high quality resources that we have bought into school.**

**Working with the Visual Impairment Team**



**Accessing the Pre- School and Portage service which supports children and families with complex needs.**

**Consistent use of the well-being room.**

**One-to-one mentoring**

We work very hard to identify all children who require intervention and extra support from the moment they enter our school. We are committed in our determination to provide them with the skills to help them 'catch up' by the time they join Year 1. We do this through...

**Counselling**

**Parental workshops: Maths and Phonics**

# Intervention That Impacts: Supporting Early Intervention...

In response to specific needs, members of staff have been appointed to provide invaluable support for our SEN/Disadvantaged/Vulnerable children in EYFS. Providing daily interventions which are already having significant impact of the learning of the individual as well as the learning of the larger class group.

## Habiba and Thomas Timetable Spring Term 2017 - 2018

	8.45-9.00	9.00-9.15	9.05-10.15	10.15-10.30	10.30-11.30	11.30-12.00	1.00-1.30	1.30-2.00	2.15-2.30	2.30-3.00	3.00-3.15
Monday	Music/maths	Registration and Previews in class	Story time Maths Phonics workbooks Handwriting		Phonics session set up as week tasks	Music	Phonics lesson formation & handwriting	In class support	Music		"Story Poem a day!" Home
Tuesday	Music/maths	Registration and Previews in class	Story time Maths <b>Play for Literacy</b> Phonics workbooks Handwriting		Phonics session set up as week tasks	Music	Phonics lesson formation & handwriting	In class support	Music		"Story Poem a day!" Home
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Lego therapy, Topic/RE, PSED / social story/speech and language (SOCIAL INTERACTION)

### PSED: Making Relationships/Managing feelings and behaviour

Small group sessions with a focus on turn taking, co-operating and building positive relationships with others.

### PD: Gross/Fine Motor skill focus

Large scale mark making focusing on pre-writing skills, tracing a line, activities aimed at strengthening hand muscles to support writing, name writing, letter formation.

### C&L: Working on S&L targets with individual children.

Developing vocabulary and supporting understanding through games like 'Posting through the letter box', 'What the Monster likes to eat', matching pairs, Getting dressed for the right season etc...

**RECEPTION:** Helen works on a personalised timetable which has been designed to support the children in our Reception classes for 5 days a week. She provides small group and individual support for children who require extra support in the following areas...

### Mathematics: Number

Focused number recognition activities

### Literacy: Phonics Phases 1 & 2

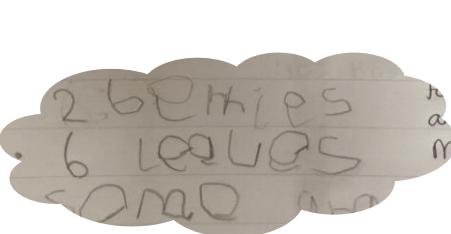
Focused sound discrimination games and initial sounds.

# Evaluating Early Intervention...

**September 2018** Brooke held her pencil using a stabbing hold. She was able to copy the letters of her name from the name card. However she was unable to form the letters correctly.



**EARLY  
INTERVENTION  
IS KEY**



## October 2018 Intervention and Support

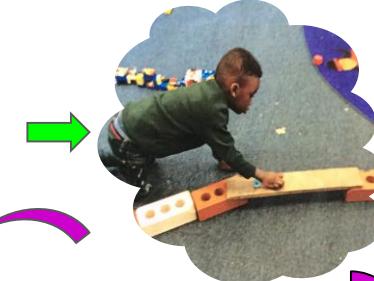
Brooke took part in various group activities which helped her with pincer grip and forming the letters. Brooke has taken a much greater interest in mark making and forming letters. Brooke is now able to form letters correctly and can identify initial sounds from the sound mat. She is beginning to use her pincer grip when writing.



## Parents Voice

"I am so pleased with Brooke's progress. She has a very strong relationship with Miss Allison'

**September 2018** Tagane does not interact with his peers and has poor communication. He doesn't really talk to other children and communicates with adults using simple actions and words. He often appears shy and plays alone.



**November 2017** Tagane interacts with his peers well and speaks to them using simple forms of communication. He responds to instructions and is able to hold a conversation with his friends. He talks to others and new adults. He is confident to role-play with the other children and take a lead on this activity



He told the story of Goldilocks using the Puppet Show, to his friends

# Learning Together: Family and Community



A very strong sense of community is at the heart of St Michael's. Positive parental partnerships are invaluable to the learning and development of our children.

Regular curriculum workshops are delivered throughout the year to ensure parents feel entirely comfortable supporting their child with their learning.

Parents!

Want to bust the myths around your child's maths? Then come along to our...

## Maths Café



Year 5

9.00am - 10.15am in the School Hall

On Tuesday 17th October



Name of Child: Class Teacher:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Comment
1) My child is happy at this school.						
2) My child feels safe at this school.						
3) My child makes good progress at this school.						
4) My child is well looked after at this school.						
5) My child enjoys RE and learns about Jesus' messages						
6) My child is taught well at this school.						
7) My child receives appropriate homework for their age.						
8) This school makes sure its pupils are well behaved.						
9) This school deals effectively with bullying.						
10) This school supports the local community through its charitable work						
11) This school is well led and managed.						
12) This school responds well to any concerns I raise.						
13) I receive valuable information from the school about my child's progress.						
14) I enjoy joining in masses and liturgies with my child in this school.						
15) Would you recommend this school						

# What our parents think...

Parents evening took place on 15<sup>th</sup> and 16<sup>th</sup> October 2018, all parents/carers are actively invited to attend by the school leadership team and the individual class teachers – parent/carer links are an extremely important feature of our school community. Daniel Tolan, our school attendance officer, also attended both evenings to support and challenge targeted families with attendance issues.

## Attendance

Overall, across the two nights 94% of parents attended. All parents who did not attend or failed to make an appointment have since been contacted by the class teacher and invited to make another appointment, overall this accounts for 5 parents and 11 students. Our aim as a school is to reduce this figure to zero.

## Analysis of Parent/carer questionnaire responses

In total, there was 72 completed responses to the parents evening questionnaire. 36 of the 72 responses ticked strongly agreed to all comments – see attached parents' evening questionnaire below.

36 of the 72 responses ticked either strongly agree or agree to all comments

62 parents ticked strongly agree or agree for number 9 - 'This school deals effectively with bullying. The remaining 10 parents/carers ticked 'don't know' but indicated that no issues had occurred in school. **To address this the school will use the website and 3 half termly newsletters to communicate with parents on this matter.**

65 parents/carers ticked strongly agreed or agree with number 5, 10 and 14- 'My child enjoys RE and learns about Jesus' message' 'The school support the local community through charitable work' 'I enjoy joining in masses and liturgies with my child in school'. However, for number 10, 'The school supports the local community through charitable work' the remainder of parents/carers ticked 'did not know'. **To address this the school will use the website and 3 half termly newsletters to communicate with parents on this matter. The school is also in the process of setting up a Mini Vinnie club which will raise the profile of charitable work of the school also.**

## Additional comments from parents

"Both children have just started at the school, both absolutely love being here and thank you for all your help"

"I am extremely happy with my daughter's progress at school, her work is really good and she is happy, thank you so much"

"My daughter has improved so much already this year"

"All teachers and staff are really helpful and nice. Thank you"

"The school has massively improved"

"Good school, I'm pleased with my children's progress throughout the school"

"My son has settled so well into Year 1, he is really enjoying it, thank you"

Focus of Lesson Observation:		
Date:	Year Group:	Observation Carried Out By:
Focus Questions	Comments	
<b>Planning:</b> <i>Is the lesson resourced well and is preparation clear?</i> <i>Is there a focus on what pupils will learn?</i> <i>Is there reference to success criteria?</i>		<b>Main Strengths of Lesson:</b>
<b>Challenge:</b> <i>Is work sufficiently challenging for year group expectations?</i> <i>Is work differentiated according to pupil starting point?</i> <i>Is pupils effort and success at completing work appropriate?</i> <i>Is there progress within a lesson?</i>		
<b>Questioning and Feedback:</b> <i>Does teacher provide explicit guidance to pupils on how to improve in relation to their targets?</i> <i>Are children given opportunities to address and correct misconceptions?</i> <i>Is there evidence of self/peer assessment?</i> <i>Is questioning successful at moving the learning forward?</i>		<b>Areas of Development:</b>
<b>Pupil Response and Engagement:</b> <i>Are the pupils clear about the task?</i> <i>Do pupils know what to do to achieve?</i> <i>Is pace sufficient to maintain high levels of pupil engagement?</i> <i>Are pupils enjoying their learning?</i>		
Shared with staff (sign and date):	Comments:	

# **Teaching and Learning: Monitoring and Evaluation**

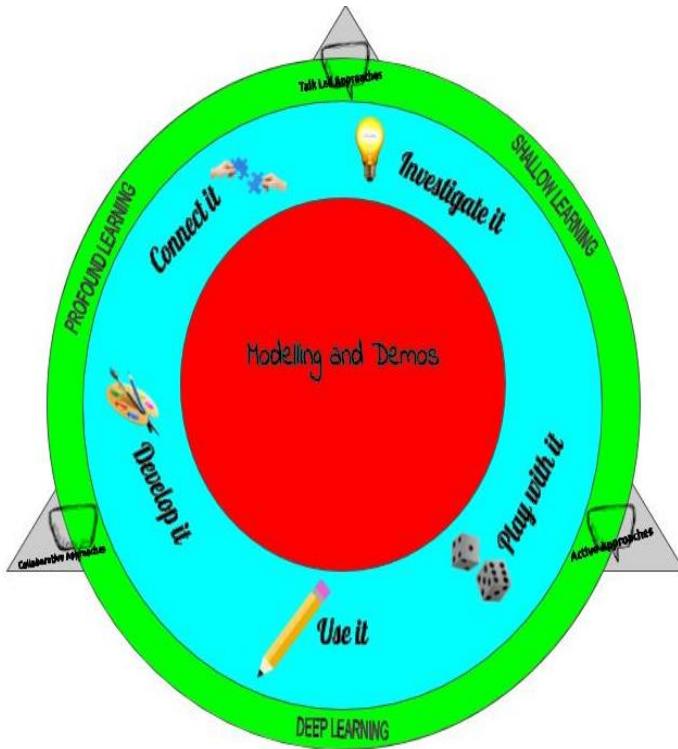
Lesson observations and book scrutinies are regular. In line with new Ofsted guidance, lessons are not graded but an overall self evaluation of Teaching and Learning is made by the SLT.

On a termly basis, Teaching and Learning is evaluated, detailing observation and book monitoring findings, in relation to termly data collections. This allows priorities to be set which are both current and can be actioned in subsequent curriculum developments.



Reports are presented termly to governors and at School Improvement visits.

# Staff Training: Teaching and Learning Priorities



Frequently reviewing our curriculum is essential to enriching and developing it for the benefit of our children. Future Priorities include:

## All teaching is good to outstanding:

- Ensure all learning is matched to the pupils' needs and that the pace of the lesson supports learning
- Maintain high expectations of all pupils, with clear relevance to the national curriculum, so that children know how to make further progress
- Extend the impact of teacher feedback, during lessons and within books

**Monitor and evaluate our SEN provision to ensure all children are making at least expected progress from their starting points and that those children who are working below age expectations catch up more quickly**

- Continue to embed daily interventions, which are effectively monitored and well-paced.

**Improve the outcomes for children with reading, especially for disadvantaged children:**

- Update current home school reading systems, including reading reward scheme.
- Apply a 'teach it' rather than 'test it' model
- Highlight the impact of reading through writing, through engagement with the Primary Writing Project.
- Ignite a pleasure for reading through whole school events and well planned reading areas.

**Continue to develop a rich and vibrant learning environment, within classrooms and around school.**

- Ensure displays are purposeful, engaging, celebratory and used effectively.
- Common displays and incentives are displayed across all classes to recognise consistency.