



## Redcastle Family School: Curriculum Policy (Section 2- Subject Development 2021-2022)

<b>Formally adopted by the Governing Body of:</b>	<b>Redcastle Family School</b>
<b>On:</b>	
<b>Signed by Chair of Governors:</b>	<i>Mrs M Eade</i>
<b>Last updated:</b>	<b>September 2021</b>
<b>Review date:</b>	<b>Annually</b>



### 3. READING ACTION PLAN

The analysis of the reading work added to Tapestry over the Spring term found that, broadly, the pitch and sequence of reading lessons was good. It was acknowledged that due to Covid, there were gaps in coverage and that it was difficult to assess progression accurately.

Following this review, we decided that a greater focus was needed on tracking individual reading. This would be achieved through closely matching up our skills grids to the ORT reading levels. A greater emphasis would then be given to teachers hearing children read individually as a means to more accurately assessing their needs.

Finally, the pupil voice questionnaire largely showed a positive attitude towards reading lessons in school and individual reading. In KS2 however, there were two very strong threads that need addressing: the lack of books at home/parents reading to them and the lack of acknowledgement that reading can be for pleasure. When asked, nearly all children thought reading was important, but they thought that it was purely a necessary skill to get a job.

Findings	Actions	Taken during Summer Term	Next steps for Autumn
It has been challenging to track progress in reading due to Covid. We need to rigorously assess individual reading to help establish gaps and move children on.	Introduction of individual reading folder with skills grid linked to level of text.	2 staff meeting to establish the folder and then review the 1 <sup>st</sup> 2 weeks. All resources made and available to staff.	<ul style="list-style-type: none"> <li>• KS1 need this to be more teacher-led not TA.</li> <li>• KS2 review recording and how to maximise effectiveness. More TA training needed.</li> <li>• KS2 support returning/new staff on embedding this approach.</li> <li>• All – staff meeting before Oct half term on how to implement interventions based on findings (link everything up)</li> </ul>
	Tracking the reading of CEW. To be done briefly when hearing children read individually.	-	We will need some time to discuss this further as a curriculum team and to decide if/how to implement. In KS2, once the children can read the words, this becomes a spelling programme that we can follow alongside teaching the spelling rules.
EYFS and KS1 phonics data has shown that 31% of Y1 are at expected and Y2 are at expected.	Continue working alongside Hattie Daley - Remote Progress Meetings.		<ul style="list-style-type: none"> <li>• Weekly drop in sessions from Phonic leader</li> <li>• 1:1 intervention children identified</li> <li>• TA's provided with 1:1 resources</li> <li>• Training videos provided for staff</li> </ul>



	1:1 intervention to take place with class TA		<ul style="list-style-type: none"> <li>Assessment and Data drop for all of KS1</li> </ul>
If we pin-point gaps, we need to have interventions ready to meet them. This will be for both fluency and comprehension.	Introduction of Precision Teach intervention to support barriers in reading fluency.	Started with LKS2 during this term but not consistent due to staff absences. The children chosen were those who are still reading around level 6-8 and so need rapid acceleration of phonic knowledge.	<ul style="list-style-type: none"> <li>TA &amp; teacher training time to establish PT</li> <li>SL to make all of phase 5 diagraphs and add to Drive</li> <li>Continue with KS1 training on 1:1 tutoring</li> <li>Begin looking at comprehension intervention. This will need TA/teacher time.</li> </ul>
<p><b>The pupil voice survey: access to books</b></p> <p>Many children do not have books at home or they are waiting too long to change books in school (lack of TA's/length of even more challenging texts is quite short)</p> <p>Children also commented that they felt that there should be more involvement from then as to books to buy , they wanted to see books</p>	Reopening the library so that children have greater access to texts. If we can't send them home, children could still have access within school.	We have confirmed that the library will be available for at least internal lending from September 21.	<ul style="list-style-type: none"> <li>Re-establish library slots for all classes with book lending.</li> <li>New staff/classes will need updating on the system.</li> <li>Look at reading areas in class – does each class have some age appropriate /engaging texts? Consider how appealing class reading areas are and if we need to improve.</li> </ul>



<p>bought and invested in on an ongoing basis.</p>			
<p><b>The pupil voice survey: reading for pleasure</b></p> <p>Many said that they were not read to at home or did not have books at home.</p> <p>Some commented that they never could access a reading corner –even outside of covid. A number commented upon not feeling that their class spaces were conducive to reading /too much buzz in the rooms and that they could not relax and read with an entire class around them.</p> <p>A couple of children mentioned that they enjoyed reading with a friend in the pupil voice survey and would like more time for this.</p>	<p>We need to re-establish reading for pleasure. There are numerous ways that each classes may wish to do this and there is also scope for whole school initiatives e.g. book week, reading assemblies, parent cafes, reading partners etc A class rotation could include children reading in the reading corner.</p> <p>A selection of books could be available for break-times so that children can share books.</p>	<p>Library Summer reading challenge: details sent to all parents.</p> <p>Visits to Thetford library to resume in Autumn.</p>	<ul style="list-style-type: none"> <li>• Staff meeting time to consider a whole school approach to developing reading for pleasure.</li> <li>• Many measures will depend on Covid restrictions being lifted fully in the Autumn e.g parent cafes and reading buddies across mixed ages.</li> <li>• Invite the Children’s Book Centre in but also explore other discounted groups as Book Centre can be “expensive”.</li> <li>• Have a Book Week where all children produce age appropriate work on the same text (see CPLE website for ideas)</li> <li>• All staff to choose a text to read – record themselves and add to google classrooms. This could be assemblies, reading for pleasure carousel or homework...</li> <li>• Possibly the older children could record stories for the younger ones?</li> <li>• Consider whole school Roald Dahl day as a way to launch reading for pleasure 13<sup>th</sup> September</li> </ul>



<p><b>The pupil voice survey: attitudes to whole class reading</b></p> <p>Children also said that they preferred reading 1:1 and did not feel confident to ask questions in whole class situations.</p>	<p>The individual reading folders should start to bridge this gap. CLIPs approach should also support this.</p>		<ul style="list-style-type: none"> <li>• Reviewing CLIPS and the reading folder as a means to ensure all children are engaged in reading.</li> </ul>
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- **The reading framework: teaching the foundations of literacy July 2021**

This new document has 6 main areas: The importance of reading and a conceptual model, Language comprehension, Word reading and spelling, Children at risk of reading failure, Leadership and management and Building on the foundations with older pupils.

Some of the main findings from this report will be incorporated into the SIDP. It will also be useful to feedback on the report to the wider staff in the Autumn term. Further discussion at KS level will also be useful to make sure that we have the “fidelity to the programme” approach that they are suggesting.

#### **4. WRITING & SPAG ACTION PLAN (TBC October 2021)**



**5. MATHS ACTION PLAN**

Subject:      Date: 15/6/21					
Subject Team: Maths Responsible: T.Stansfield L.Wiggett					
Last Curriculum Monitoring (Date)	Curriculum Review EYFS	Areas of Strength K1	Areas of Development KS1	Areas of Strength KS2	Areas of Development KS2
	Lots of practical tasks. Use of number bonds.	Good coverage of KS1 objectives. Sequences of learning. Working walls have well-modelled examples of work.	Use of concrete resources.	Excellent coverage. Sequences of learning. Evidence of daily arithmetic completed. Working walls have mathematical vocabulary.	Use of concrete resources
<b>Objectives</b>	<b>Action Points</b>	<b>Team CPD Need</b>	<b>CPD Action</b>	<b>Review Date</b>	<b>Impact</b>
Curriculum Coverage & Pitch	To embed knowledge and understanding in: Fluency, calculations, Reasoning and Problem Solving.	This will be established through the staff survey.	Staff to follow the White Rose Maths SOW but ensuring that concrete resources are used within it.	Autumn Term	



	To develop times table application through a range of methods to ensure children meet 12 x by the end of year 4 (National requirement).	Staff to have access to Third Space learning for fluent in 5 activities and daily arithmetic (1-14).		Autumn Term	
	KS1 to focus on number facts.	Daily arithmetic.		Autumn Term	
	To ensure that children are taught to ‘master’ and dive deeper into concepts as opposed to moving on to new content.	Subject knowledge review from the staff survey.		Autumn Term	
	Staff audit to see their confidence in maths delivery.	This will help to establish CPD within the subject.		Staff survey to go out at the beginning of Autumn 1	
Subject Specific T&L	Audit resources currently available for support.	Make sure resources are suitable for each		Summer 2021	



		Key Stage and are fit for purpose.			
	Discussions with pupils about what resources they find most useful. (Questions for pupil voice in Autumn Term)	N/A		Autumn Term 2021	
	Ensure that the process of concrete, pictorial and abstract is followed in each year group.	Subject knowledge assessment from staff survey.		Autumn Term 2021	
	Ensure that mathematical language and vocabulary acquisition is aspirational at all times.	Provide staff with vocabulary list for each year group to ensure consistency.		Autumn Term	
Wider Community Integration	To improve parental engagement with Mathematics at Redcastle Family School. This could be through the implementation of maths cafes.	Ideas around activities that can be completed. Initially to have a times table focus.		Summer Term 2022 (earlier if possible through Covid)	
Pupil Voice	KS1 - Summary Children enjoy maths and feel confident.	KS2 - Summary Children enjoy maths and like to be			



	<p>They think it is important to get answers right. The children feel that they can use the displays in the classroom to help them.</p>	<p>challenged. They feel confident that they have strategies to help them with calculations. They said that resources aren't always available in class, or they will be for certain groups of children. The children feel that it is important to get answers correct.</p>			
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## 6. SCIENCE ACTION PLAN

Subject: Science Date: 15.6.21 Subject Team: Responsible: A Chrystal					
Last Curriculum Monitoring (Date)	Curriculum Review EYFS	Areas of Strength K1	Areas of Development KS1	Areas of Strength K2	Areas of Development KS2
		It is clear that the work is presented to school expectations. The work is appropriately pitched and there is evidence of progression. There is evidence that the subject has been taught thematically where possible. There is some evidence to show that there is a sequence of learning and the use of thematic curriculum has been applied in elements.	Working scientifically through experiments. Use observations and ideas to suggest answers to questions. Evidence of using CLIPS. To develop creativity with scientific experiments to hook the children. Some year groups need to make science more prominent in their outcomes.	The evidence provided meets school expectations. The pitch and skills that have been taught are appropriate for each year group and there is a clear level of progression within each year group.	Working scientifically through experiments. Children to generate their own experiments. Recording data. Some year groups need to ensure that science is more prominent within their outcomes. To develop creativity within science activities to hook the children and develop their curiosity. Evidence of using CLIPS within outcomes.
<b>Objectives</b>	<b>Action Points</b>	<b>Team CPD Need</b>	<b>CPD Action</b>	<b>Review Date</b>	<b>Impact</b>
Curriculum Coverage & Pitch	Through monitoring of books and pupil voice	Discussion with staff to establish CPD needs and strengths.	Courses booked pending questionnaire. Book monitoring to check learning.	Pupil voice 1 10/07/21 Pupil voice 2 Dec 21	



				Book Monitoring – Dec 21	
Recoding and Displaying of learning	Clear sequencing of work in topic book. Clear topic information displays in classrooms. Displays outside the classroom - Celebration of work and understanding		Learning walk  End of unit assessments.	Learning walk completed December '21. Assessment result recorded ( yet to be decided)	
Subject Specific T&L	Pedagogy, outcome of lesson observations, book monitoring, discussions and questionnaires reveal.	Discussion with staff to carrying out a Science week/day where pupils will have the opportunity to be immersed in science. Some groups may choose to present in assembly.		Sum Term	
Wider Community Integration	Establish opportunities for pupils to see and understand how science links to the real world.	Create links with the wider community, (companies, factories, establishments) who can deliver learning sessions for all year groups.			
<i>Resources</i>	Create audit of resources.			October 2021	

## 7. HISTORY ACTION PLAN

Subject: History    Date: 09/06/2021					
Subject Team: Humanities    Responsible: Ruth Arnold, Victoria Subedi, Rachel Keal, Emma Denty.					
Last Curriculum Monitoring	Curriculum Review EYFS	Areas of Strength K1	Areas of Development KS1	Areas of Strength K2	Areas of Development KS2
26/03/2021		<i>Evidence of key significant people studied. Presentation of work completed to a good standard. Sequence of work showed progression in an age appropriate manner. Clear thematic links in most areas.</i>	<i>More evidence of terminology/vocabulary being used and displayed. Use a wider variety of sources and evidence relevant questioning. Greater subject knowledge.</i>	<i>Wide range of historical and topic vocab being used. Historical progression is clear and in a chronological order. Good practical applications. Good questioning and challenges shown in most year groups. Introduction to different sources. Wide and through knowledge of subject area</i>	<i>More opportunities for extended writing.</i>
<b>Objectives</b>	<b>Action Points</b>	<b>Team CPD Need</b>	<b>CPD Action</b>	<b>Review Date</b>	<b>Impact</b>



Curriculum Coverage & Pitch	In the Autumn Term, some areas of the history curriculum were not covered due to other class priorities.  Spring term online	Questionnaire to be sent out to all staff members to establish their CPD needs and strengths.	RA and VS to attend a course on History on 23/6/21.	Questionnaire completed and returned by 05/07/2021.  Book Monitoring-	Staff are confident to deliver the history curriculum in a range of engaging and challenging ways. (Ongoing.)
	learning was undertaken therefore topics were picked that would be appropriate for home learning.			December 2021.	
	AP- In the Summer Term, all chn are now accessing a full curriculum including History.			Pupil Voice 1- to be completed by 16/7/21.  Pupil Voice 2- to be	
	The Key Skills and RFS curriculum has been changed and ordered so it is in a chronological order.			completed by December 2021.	
	Book Monitoring.				



	Pupil Voice x 2.				
<i>Recording and displaying of learning.</i>	Wide range of work completed and displayed in various ways.  Maintain a clear topic display for subject.		Learning walk	Learning Walk by December 2021.	Children have a clear understanding of what they have learnt. Work shows an order of progression with key skills and terminology being used.
Subject Specific T&L	Pedagogy – see what lesson observations, book monitoring and questionnaires reveal.				
Wider Community Integration	Every class has at least one trip per year linked to their topic.	Establish list of locations and/or workshops which link to each year groups area of learning.			Children have hands on experiences and create stronger links between their learning and visit.
Resources	Create audit of resources available for each history topic.			July 2021. TBC.	



## 8. GEOGRAPHY ACTION PLAN

Subject: Geography Date: 9.6.21 Subject Team: Responsible: RA, VS, RK					
Last Curriculum Monitoring (Date)	Curriculum Review EYFS	Areas of Strength K1	Areas of Development KS1	Areas of Strength K2	Areas of Development KS2
		<p><i>Use of directional language and subject specific terminology.</i></p> <p><i>Evidence of using maps to locate countries in the UK and continents, oceans and deserts in the world.</i></p> <p><i>Links to science with work on weather and seasons.</i></p> <p><i>Thematic teaching clear in most areas.</i></p>	<p><i>Increase opportunities for independent writing.</i></p> <p><i>More evidence needed to show local geographical areas. Develop use of maps including OS.</i></p>	<p><i>Evidence of maps beginning to be used.</i></p> <p><i>Good use of vocabulary and application of subject knowledge in most areas covered. Some independent writing has been completed. Local geography being used as comparisons within some topics. Cross curricular links with History/Reading is evident in some topics.</i></p> <p><i>Limited use of grid references and compass points.</i></p>	<p><i>Develop knowledge of different zones/regions and use of compass points and grid references throughout KS2. Coverage of biomes needs to increase</i></p>
<b>Objectives</b>	<b>Action Points</b>	<b>Team CPD Need</b>	<b>CPD Action</b>	<b>Review Date</b>	<b>Impact</b>
Curriculum Coverage & Pitch	Book monitoring and pupil voice	Questionnaire to all staff to establish CPD needs and strengths.	Book course pending questionnaire.	Book monitoring December 2021. Pupil voice 1 by 16.7.21 Pupil voice 2 Dec 21 Questionnaire completed and returned by July 5 <sup>th</sup> .	Staff will be confident to deliver the curriculum.



Recoding and Displaying of learning	Clear sequencing of work in topic book. Maintain a clear topic display.		Learning walk	Learning walk completed December '21.	Children has a clear understanding of what they have learned and a clear progression of key skills/ terminology being used.
Subject Specific T&L	Pedagogy see what lesson observations, book monitoring and questionnaires reveal.				
Wider Community Integration	One trip per year.	Establish list of locations and/ or workshops which relate to each year groups topics.			Children have hands on experience and develop their own interests/
<i>Resources</i>	Create audit of resources.			July 2021 to be confirmed	

### 9. R.E ACTION PLAN

Subject: RE    Date: 09/06/2021					
Subject Team: Humanities    Responsible: Ruth Arnold, Victoria Subedi, Rachel Keal, Emma Denty					
Last Curriculum Monitoring (Date)	Curriculum Review EYFS	Areas of Strength K1	Areas of Development KS1	Areas of Strength K2	Areas of Development KS2
		<i>Used clips to facilitate learning. Exposed to New Testament stories. Clear links with Reading objectives.</i>	<i>Wider coverage of Old and New Testament when exploring Christianity. Teaching of other religions to be developed. Key vocabulary to be used and displayed.</i>	<i>Some evidence of cross curricular links. Good coverage of Christianity. Introduction of a range of vocab.</i>	<i>More evidence of Islam being taught. Use of Old and New Testament when teaching Christianity. Develop use of artefacts resources.</i>
<b>Objectives</b>	<b>Action Points</b>	<b>Team CPD Need</b>	<b>CPD Action</b>	<b>Review Date</b>	<b>Impact</b>
Curriculum Coverage & Pitch	Book monitoring and pupil voice questionnaire	Questionnaire to all staff members to establish CPD needs and strengths	RA completed RE course on Christianity 18/05/2021	Questionnaire complete and returned by 05/07/2021  Book monitoring Dec 2021  Pupil voice 1 completed 16/07/2021 Pupil voice 2 completed Dec 2021	Staff are confident to deliver the RE curriculum in a range of challenging and engaging ways. (Ongoing)
Recording and Displaying of learning	School Display showing World View/RE themes in hall		Learning walk	Learning walk completed Dec 2021	Chn should have a clear understanding of their learning



	All World View/RE learning to be sequenced in foundation (green) books				Work shows an order of progression with key skills and terminology being used
Subject Specific T&L	Block out RE sessions  Class assembly once a week to focus on World View Skills	Training on 2019 Syllabus			
Wider Community Integration	Every class visits at least one place of worship or location relating to their area of RE learning	Establish list of locations and/or workshops that relate to each year groups area of learning			Chn have hands on experiences and develop own World Views
Resource	Create an audit of resources for each Religion that is taught			July 2021 TBC	