NORTHFIELD JUNIOR SCHOOL

Curriculum, Learning & Teaching Policy

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Last Reviewed	**Dec 2022**
Reviewed By (Name)	**Rebecca Timperley**
Job Role	**Head Teacher**
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V2/19/20 **V3:21/22** **V4/22/23**	Approved at Governors Cover sheet amended – S Housley 01.07.22 Updated RT

NJS Mission Statement

At NJS, we want all of our children to love coming to school and to find things that excite their curiosity and inspire them to learn, grow and develop as kind, responsible and confident individuals every single day!

1. Rationale

This policy will:

a) Operate within the ethos of the school as described in the school's own Vision, Aims and Values
b) Act as an "umbrella" policy for all other school curriculum policies and policies relating to curriculum teaching and learning
c) Set out the principles upon which we base our curriculum, teaching and learning taking account all stakeholders
d) Set out the broad guidelines we use to design, deliver and review our curriculum, teaching and learning (Intent, Implement, Impact)
e) Set out the way in which teachers are expected to implement the curriculum in order to ensure that we are consistent and all children reach their potential

2. Aims of the Policy

a) To ensure high quality and appropriate teaching and learning experiences for all regardless of ability, race, religion, gender and social or cultural background
b) To provide a shared and consistent approach to teaching that also promotes creativity
c) To promote and apply the school's Ethos, Vision, Aims and Values
d) To promote learning that takes account of formative and summative assessment
e) To promote reflective practice that takes account of Teachers Standards, professional strengths and areas for development
f) To raise expectations, attainment and progress in all areas of the curriculum
g) To describe the procedures for implementing effective teaching and learning and for creating an exciting and appropriate curriculum
h) To ensure the requirements of the National Curriculum are fulfilled

3. Roles and Responsibilities

Governors:

- To ensure the effective and rigorous implementation and monitoring of the policy.

Leadership Team:

- To provide appropriate support, training and resources for subject areas and individual staff
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of statutory changes and national guidance and the changing needs of the school and its priorities.

Subject Leaders:

- To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the appropriate policy
- To monitor and evaluate consistent delivery of the policy in the light of their subject area

- To provide appropriate support to team members by providing training materials or advice and guidance

Teachers:

- To ensure that their own teaching meets the national Teachers Standards, ensuring teaching and learning is at least good and aims to be outstanding
- To implement this policy by planning and delivering high quality, memorable and enjoyable learning experiences
- To have a growth mind set, be willing to take risks
- Actively seek to reflect on their practice.
- Work collaboratively with colleagues to share best practice, improve teaching and provide excellent role models.

Teaching Assistants:

- To support the teaching, under the direction of the class teacher or line manager either through direct delivery or by enabling access for identified children
- Support groups within the classroom
- Deliver specific learning interventions
- Carry out assessments
- Prepare resources
- Support pupils with IEPs / Individual Behaviour Plans (IBPs) or EHC Plans.

Pupils:

- To work positively within lessons to enable staff to implement the policy effectively
- To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework.

Those with parental responsibility:

- To support the policy of the School, in line with the Home-School Agreement, by providing support for pupils at home, allowing them to continue to develop their learning effectively.

4. Curriculum

a) In September 2019, Ofsted introduced its new Inspection Framework along with a new commitment to put curriculum at the heart of its work.

b) A school's quality of education will now be judged around the headings of **Intent** (what do we want our pupils to learn)**, Implementation** (How will we teach them) **and Impact** (How we will know if pupils have been successful in learning our curriculum)

c) Amanda Spielman has written… *"I want to reassure people. There is no need for anyone to think they must develop a new curriculum, or design everything themselves from scratch, or put themselves through intellectual gymnastics…. a primary school that fulfils the spirit as well as the letter of the national curriculum, across the full range of subjects, is already in the right place with its curriculum."*

d) At NJS, we believe our rich and varied curriculum is a major strength of our school and is in line with this approach.

e) At NJS, we understand that our curriculum must be responsive to the ever-changing needs of our pupils and therefore, it is constantly under review.

f) At Northfield, our **Ethos** is reflected in our **Vision, Mission, Aims and Values** (**see Appendix 1**) and is implemented through our **Curriculum**.

g) Our **Aims** are aspirational and reflect the outstanding outcomes and provision we are aiming to achieve in all areas of learning

h) We place great importance on **Social, Moral, Spiritual and Cultural** education and these themes are woven into every aspect of school life as we believe that our responsibility is that of educating the **whole child** and that academic achievement is part of that bigger picture.

Our Curriculum Aims

1. To be a school where the **overall quality of educational provision** results in excellent outcomes for the pupils in every area of their development
2. To be a school where **leaders and governors** work tirelessly to create a culture and environment where pupils and teachers can learn, thrive and excel
3. To be a school where **teachers and educators** consistently demonstrate deep knowledge and understanding of the subjects they are teaching and of the pupils they teach and create memorable **learning experiences** that enable all pupils to progressively develop new skills and knowledge and achieve to their targets and goals
4. To be a school where pupils are safe, valued and well supported to enjoy learning, gain confidence and self-worth and feel part of a caring community
5. To be a school where pupils' **excellent behaviour**, attitudes and mutual support have a strong impact on positive progress and **personal development**
6. To be a school where **pupils' progress and attainment** across the curriculum and in all year groups is sustained and substantial compared to their different starting points and to that of similar pupils nationally so that they are exceptionally well prepared for the next stage of their learning.

We want all of our children to love coming to school and to find things that excite their curiosity and inspire them to learn every single day!

How do we design our curriculum?

a) Our curriculum incorporates all the planned activities, opportunities and experiences school offers in order to fulfil its core purpose – the education of children.

b) Our curriculum is designed to reflect our school's ethos, vision, mission, aims and values as well as our local context

c) At NJS, our curriculum fulfils both the spirit and the letter of the New Primary Curriculum 2014 and also takes account of our wider commitment to educate the whole child. As well as the generic requirements of the National Curriculum, we have identified certain priorities taking into account the local context and needs of our pupils that we call our **Curriculum Drivers (Appendix 2).** These are:

- ✓ **Prepare our children for the wider world**
- ✓ **Provision for social, emotional and mental wellbeing**
- ✓ **Provision for physical and mental wellbeing**
- ✓ **Preparing our children for the future**

d) We have also identified certain **key values, concepts, questions and themes** that we feel are important for us to explore throughout our curriculum to enable our pupils to develop opinions, thinking skills and the ability to apply their knowledge to real world dilemmas and challenges **(Appendix 3 – not yet complete)**

e) We have a set of **non-negotiable core learning skills** that we try to incorporate opportunities to practice and embed these skills throughout the curriculum **(Appendix 4)**

f) We also recognise that sometimes our curriculum must be responsive to the needs of current affairs, and extraordinary national or world events. Our approach will be planned as a team at short notice and may override the planned curriculum**.**

How do we organise our curriculum?

a) Our curriculum is organised by subject area but, where appropriate, we will make links and references to other subject areas, to give learning context, deepen understanding enable and add variety and novelty into the learning.
b) We are developing **curriculum grids** to demonstrate how learning in each subject area overlaps and links with other subjects and show how the golden threads of PSHCE, SMSC and safeguarding are woven into every aspect of school life and learning
c) We supplement and support our curriculum with a huge variety of trips, visitors and extra-curricular activities
d) We produce a **Curriculum Map** describing what children will learn in each year group term by term. This is shared with parents on the website along with termly curriculum newsletters to involve parents and carers in supporting their child in their learning
e) The curriculum is broken down into long, medium and short term plans and lesson planning is displayed in the classroom so all adults can see what is being taught
f) Each subject area has a **policy statement** identifying its **Intent, Implementation and Impact** as well as a **Skills and Knowledge Progression document**
g) Our weekly **timetable** is organised to teach maths and English every day and all foundation subjects on a regular basis alongside each other to maximise the opportunities to make links between subject areas and practice non-negotiable core learning skills.
h) In general, we do not "block teach" our curriculum as we believe that children need to learn all subjects alongside each other to facilitate making links and to revisit and practice skills and knowledge regularly to embed learning in their long term memory

How do we review our curriculum?

a) We review our curriculum in our teams on an ongoing basis and in the light of assessments, any emerging needs throughout the year and curriculum CPD undertaken by staff
b) We formally review our curriculum annually at the end of every school year so we can plan appropriately for the next school year as part of the cycle of school improvement. This is then reviewed and monitored by the Governing Body

5. Teaching

a) The purpose of teaching is to deliver the curriculum to promote learning, to enable all pupils to fulfil their learning potential and to raise standards of achievement throughout the school.
b) At NJS, there is an agreed and shared understanding of what constitutes effective teaching and learning which we have written into a checklist of prompts to help with planning, delivering and assessing the quality of learning in our lessons (**see Appendix 5)**
c) At NJS, we use a wide variety of activities and approaches to achieve high standards and promote learning including:
    1. Understanding that **learning** is a change in the long term memory and **progress** is knowing more, remembering more and being able to do more
    2. Using and communicating excellent **subject knowledge** in such a way that pupils remember it – that **learning "sticks"**

3. **Planning** lessons and programmes of study based on a clearly sequenced progression of skills and knowledge
4. Planning and implementing a **consistent timetable** of activities that give enough time to cover the required learning effectively
5. Having **high standards and providing high quality learning experiences** to enthuse and stimulate the pupils
6. Specifying and sharing appropriate **learning objectives and desired outcomes**
7. Ensuring lessons are engaging and have the right **balance** of teacher input and pupil activity
8. Spotting and **dealing with misconceptions** and where pupils need increased challenge through **effective assessment and feedback**
9. Making accurate **summative and formative judgements** to inform the next steps of learning
10. Ensuring a clear and sustained **focus on the teaching of reading, writing, communication and maths** throughout the curriculum
11. Setting purposeful and supportive **homework**
12. Establishing a **positive learning environment** with positive relationships and prompts and scaffolds readily available to encourage **resilience and independence**
13. Instilling excellent learning habits, independence, teamwork and **high standards of behaviour**
14. Providing **support and intervention** when underachievement becomes apparent and to meet the needs of pupils with SEND
15. Providing additional **challenge and extension** to more able pupils
16. Organising **additional adults** to provide effective support with the learning where appropriate
17. **Liaising with others** (including colleagues, SLT, outside agencies and parents) to ensure all needs are met and all pupils make good progress

6. Learning

a) **Learning** is the acquisition of knowledge or skills through study, experience, or being taught.

b) The purpose of **learning** is to continually build on current knowledge and skills so that pupils make good **progress**, fulfil their potential and gain a good understanding of the world around them

c) **Learning** happens when knowledge is committed to the long term memory and **progress** is when pupils increasingly know more, remember more and can do more

d) At NJS, we believe learning and progress will most effectively take place when:

1. Learning is **fun**, engaging and active
2. The **environment for learning** is appropriate for the task but always **safe, purposeful and inspiring**
3. **Relationships** between teachers and pupils are **positive and respectful**
4. Pupils' self-esteem is high and they are encouraged to **experiment and take risks**
5. Pupils understand the purpose of the learning and see its **relevance to their own experience and future aspirations**
6. Pupils understand the ways in which learning takes place and **how to motivate themselves when faced with a challenge**
7. **Success criteria** are explicit and high quality **models** are provided
8. **learning is active and collaborative**
9. Pupils are actively encouraged to **question, reflect and discuss** their learning to extend and guide discovery
10. **Independent learning** and thinking is facilitated and encouraged
11. There are opportunities for **creativity** and utilising different learning styles
12. Pupils can **self-assess**, know what they need to do to improve and are able to identify appropriate goals for themselves
13. Pupils have opportunities to transfer skills, knowledge and understanding to other contexts.

14. There is a high level of collaboration and **teamwork**

15. Learning is planned for using **accurate knowledge of a child's ability, potential and difficulties**

7. Monitoring and reviewing the quality of the Curriculum, learning and teaching

a) At NJS, the responsibility of monitoring and reviewing the quality of our curriculum, learning and teaching is shared and all stakeholders are involved in this process:
b) Parents, pupils, staff and governors comment on the questionnaires and this feeds into setting priorities for school improvement including curriculum teaching and learning.
c) Teaching is observed both formally and informally by SLT, governors, the LA and colleagues
d) Book and planning scrutinies, work trawls, marking and feedback reviews are carried out by SLT, subject coordinators, governors and the LA
e) Teachers are responsible for implementing policies relating to Curriculum, Teaching and Learning including the **Assessment and Feedback Policy**
f) Learning is assessed regularly both in daily lessons and in regular summative assessments to gather information on pupil progress towards their objectives and targets and also to identify strengths and areas for development in our curriculum
g) The results of tests and assessments are examined and analysed by SLT, subject coordinators, governors and class teachers and is a regular planned activity
h) Reviews are conducted alongside external agencies such as Ofsted, the LA and Quality Mark Assessors
i) Pupils are encouraged to assess and take responsibility for the progress of their own and each other's learning in every lesson (in lesson metacognition) through collaborative approaches
j) Appraisals for teachers and TAs take place annually and focus on the quality of learning and teaching within the framework of agreed targets and the National Teachers Standards.
k) The outcomes of monitoring and reviews are shared in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the **Teacher Appraisal and Capability Policies**.

8. Related Policies and Documents

Subject Policy Statements **Behaviour Policy** **Safeguarding Policy** **SEND Policy**

Assessment and Feedback Policy **Equalities Policy** **School Rules**

Subject Knowledge and Skills Progression **Curriculum Maps** **Subject Schemes of work**

This policy will be regularly monitored and annually reviewed by teachers, SLT and Governors in the light of the emerging needs of the school and changes to legislation

R Timperley November 2022

Appendix 1

Northfield Junior School Ethos, Mission, Vision, Aims, Values and Motto

Our Ethos

Our Ethos is reflected in our Mission, Vision, Aims, Values and Motto. Our Aims are aspirational and reflect the outstanding outcomes and provision we are aiming to achieve in all areas of learning and development. We place great importance on **Social, Moral, Spiritual and Cultural** education and these themes are reflected in our Values and woven into every aspect of school life as we believe that our responsibility is that of educating the **whole child** and that academic achievement sits within that bigger picture.

Our Mission Statement

We want all of our children to love coming to school and to find things that excite their curiosity and inspire them to learn, grow and develop as kind, responsible and confident individuals every single day.

Our Vision

The vision we have for our children is that they will become **enthusiastic** and **happy** lifelong learners who are **curious** and **caring** about the world around them, **kind, respectful and inclusive** in their relationships and attitudes and **confident** and **proud** of their skills and achievements. We want them to be **resilient** and **determined** in the face of challenges and difficulties and have all the knowledge, skills and understanding to be ready for their next steps in learning and, ultimately, to become successful and **responsible** citizens of the future.

Our Aims

At Northfield, we strive to

1. Encourage nurturing and mutually respectful, positive **relationships** among adults and children to promote friendship, kindness **teamwork** and social skills
2. Promote **inclusion**, provide **equal opportunities** and celebrate **diversity** to create a fair and equal school community
3. Provide a calm**, inclusive** and supportive **environment** where children feel safe, valued, encouraged, and able to **enjoy** learning and thrive at school
4. Provide a **broad, balanced, relevant curriculum** that allows children to fulfil their creative and academic potential, understand and make a positive contribution to the world in which we live as well as develop individual skills and talents
5. Encourage children to **be curious**, **ask questions**, **discuss and debate**, **aim high, take risks and "have a go**" to broaden their understanding and interests and develop opinions, ambitions and resilience.
6. Teach children to **reflect** on their learning and behaviour, in order to value their own development, progress and achievements and become motivated to make good choices and take **responsibility** for their actions
7. Provide opportunities for **teamwork and leadership** so children learn the value of **co-operating** and learning from each other as well as build **confidence and self esteem**
8. Promote **British Values** whereby we encourage and celebrate a sense of **community, good citizenship**, **respect** for people and property, fairness and a positive partnership between home, school and the wider community

Our Values

Our values summarise the attributes and characteristics we want our children to possess and they form some of the guiding principles of school life at Northfield

Our Values

Kindness Teamwork Curiosity Respect Fairness Commitment Resilience Responsibility

Our Motto

Our school motto builds on the motto of local feeder infant schools to "Be the best me I can be" and reflects the importance we place on **teamwork** and creating positive relationships

"Encourage each other to do well!

Appendix 2

NJS Curriculum Drivers

At NJS, our curriculum fulfils both the spirit and the letter of the New Primary Curriculum 2014 and also takes account of our wider commitment to educate the **whole child**. As well as the generic requirements of the National Curriculum, we have identified certain priorities taking into account the local context and needs of our pupils that we call our **Curriculum Drivers.** These help us to create an ambitious, bespoke curriculum for the children of NJS

1. **Preparing our children for the wider world**
   As our location is largely a monoculture with relatively low levels of deprivation we are committed to **preparing our children for the wider world** which is diverse and multicultural and so our curriculum has an emphasis on international themes, establishing links with other schools and children in different settings and on seeking opportunities to introduce a diverse range of artists, scientists, writers, musicians and sporting heroes wherever possible. Through **SMSC (Spiritual, Moral, Social and Cultural)** learning. We want them to understand that their small community is part of a larger community and that they can influence the world around them. We organise opportunities for them to understand the democratic process through the School Council, leadership opportunities and the annual visit to Parliament.

2. **Provision for social, emotional and mental wellbeing**
   We place a high value on meeting the **social, emotional and mental wellbeing** of our children as this often presents as one of the main barriers to learning at our school. Confidence and self-belief and the ability to work together and look after each other is very important to us and this is reflected in our curriculum offer through PSHCE lessons, assemblies, Mindfulness, P4C fundraising and Enterprise events and opportunities to lead, organise, perform and present. We also offer targeted support through Nurture, Positive Play, Growth Mindset, support dog sessions and Emotional and Behavioural Learning Support. We aim to extend our children's range of interests and creativity through participation in music and art and the exciting creative possibilities of technology through an emphasis on STEM activities and digital literacies.

3. **Provision for physical health and welfare**
   The **physical health and welfare** of our children is a priority as they spend increasingly extended periods of time at home and school engaged in computer based activities. We have therefore increased our emphasis on sport and PE and on maximising participation in physical exercise as well as improving their awareness of the world around them through regular opportunities for Active learning and **Learning Outside the classroom**, Eco activities, gardening, orienteering and our "Wellbeing Wednesdays".

4. **Preparing our children for the future**
   The rapidly changing world our pupils are growing up in means our curriculum must be flexible and enable them to understand the issues that face our planet such as climate change, conflict, pollution and poverty. We want to give our children the tools and thinking skills to be able to influence and direct change and improvement. This is reflected in our curriculum through exploring and applying their learning in the context of key questions and concepts, as well as developing Enterprise and leadership skills, learning to appreciate the natural world as well as the possibilities of the digital world to solve problems and not just to entertain.

Appendix 3
NJS Curriculum Key Concepts and Questions (under review)

NJS Non-Negotiable Core Learning: Year 2

Unlocking learning through oracy	
• Talk about topics that are of interest to them or which they enjoy. • Ask questions to gain information and clarify meaning. • Begin to develop and explain their ideas. • Express themselves using complete sentences when required. • Make more specific vocabulary choices, e.g. technical language. • Usually listen carefully and respond appropriately. • Take turns when talking in pairs or small groups. • Begin to be aware that formal and informal situations require a different role and language.	• Offer appropriate comments in paired or small group discussion. • Retell a familiar story using narrative language and linking words/phrases. • Recount an event or experience in sentences using specifically chosen vocabulary. • Perform a simple poem from memory. • Hold the attention of listeners by adapting the way they talk. • Begin to understand how to speak for different purposes and audiences.

Reading	Writing	Mathematics

• Secure with year group phonic expectations.
• Recognise simple recurring literary language.
• Read ahead to help with fluency & expression.
• Comment on plot, setting & characters in familiar & unfamiliar stories.
• Recount main themes & events.
• Comment on structure of the text.
• Use commas, question marks & exclamation marks to vary expression.
• Read aloud with expression & intonation.
• Recognise:
  o commas in lists
  o apostrophe of omission & possession (singular noun)
• Identify past/present tense and why the writer has used a tense.
• Use content and index to locate information.
	• Write different kinds of sentence: statement, question, exclamation, command.
	• Use expanded noun phrases to add description & specification.
	• Write using subordination (when, if, that, because) and co-ordination (or, and, but).
	• Correct & consistent use of present tense & past tense.
	• Correct use of verb tenses.
	• Write with correct & consistent use of:
	  o capital letters
	  o full stops
	  o question marks
	  o exclamation marks
	• Use commas in a list.
	• Use apostrophe to mark omission and singular possession in nouns.
	• Write under headings.
	• Write lower case letters correct size relative to one another.
	• Show evidence of diagonal & horizontal strokes to join.
		• Compare & order numbers up to 100 and use < > =.
		• Read & write all numbers to 100 in digits & words.
		• Say 10 more/less than any number to 100.
		• Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
		• Recall & use multiplication & division facts for 2, 5 & 10 tables.
		• Recall & use +/- facts to 20.
		• Derive & use related facts to 100.
		• Recognise place value of any 2-digit number.
		• Add & subtract:
		  o 2-digit nos & ones
		  o 2-digit nos & tens
		  o Two 2-digit nos
		  o Three 1-digit nos
		• Recognise & use inverse (+/-).
		• Calculate & write multiplication & division calculations using multiplication tables.
		• Recognise, find, name & write 1/3; 1/4; 2/4; 3/4.
		• Write & recognise equivalence of simple fractions.
		• Tell time to five minutes, including quarter past/to.

Appendix 4

NJS Non-Negotiable Core Learning: Year 3

Unlocking learning through oracy	
• Talk and listen confidently in different situations. • Show they have listened carefully by asking relevant questions. • Develop and explain their ideas giving reasons. • Sequence and communicate ideas in an organised and logical way in complete sentences as required. • Vary the amount of detail – dependent on purpose and audience. • Participate fully in paired and group discussions. • Show understanding of the main points in a discussion. • Vary the use and choice of vocabulary – dependent on the purpose and audience.	• Start to show awareness of how and when Standard English is used. • Retell a story using narrative language, adding relevant detail. • Perform poems from memory, adapting expression & tone as appropriate. • Show they have listened carefully through making relevant comments. • Formally present ideas or information to an audience. • Recognise that meaning can be expressed in different ways dependent on the context. • Begin to adapt use of language to meet the needs of the audience/listener.

Reading	Writing	Mathematics

• Comment on the way characters relate to one another.
• Know which words are essential in a sentence to retain meaning.
• Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.
• Recognise how commas are used to give more meaning.
• Recognise inverted commas
• Recognise:
  o plurals
  o pronouns and how used
  o collective nouns
  o adverbs
• Explain the difference that the precise choice of adjectives and verbs make.
	• Use conjunctions (when, so, before, after, while, because).
	• Use adverbs (e.g. then, next, soon, therefore).
	• Use prepositions (e.g. before, after, during, in, because of).
	• Experiment with adjectives to create impact.
	• Correctly use verbs in 1st, 2nd & 3rd person.
	• Use perfect form of verbs to mark relationships of time & cause.
	• Use inverted commas to punctuate direct speech.
	• Group ideas into basic paragraphs.
	• Write under headings & sub-headings.
	• Write with increasing legibility, consistency and fluency.
		• Compare & order numbers up to 1000.
		• Read & write all numbers to 1000 in digits & words.
		• Find 10 or 100 more/less than a given number.
		• Count from 0 in multiples of 4, 8, 50 & 100.
		• Recall & use multiplication & division facts for 3, 4, 8 tables.
		• Recognise place value of any 3-digit number.
		• Add & subtract:
		  o 3-digit nos & ones
		  o 3-digit nos & tens
		  o 3-digit nos & hundreds
		• Add & subtract:
		  o Numbers with up to 3-digits using written columnar method.
		• Estimate and use inverse to check.
		• Multiply:
		  o 2-digit by 1-digit
		• Count up/down in tenths.
		• Compare & order fractions with same denominator.
		• +/- fractions with same denominator with whole.
		• Tell time using 12 and 24 hour clocks; and using Roman numerals.
		• Tell time to nearest minute.
		• Know number of days in each month and number of seconds in a minute.

NJS Non-Negotiable Core Learning: Year 4

Unlocking learning through oracy	
• Talk and listen confidently in a wide range of contexts. • Ask questions to clarify or develop understanding. • Give an answer and justify with evidence. • Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required. • Show understanding of the main points and significant details in a discussion. • Show they have listened carefully through making relevant comments. • Increasingly able to adapt what they say to meet the needs of the audience/listener.	• Vary the use and choice of vocabulary dependent on the purpose and audience. • Vary the amount of detail dependent on the purpose and audience. • Show understanding of how and why language choices vary in different contexts. • Use some features of Standard English. • Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear. • Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone. • Understand when the context requires the use of Standard English.

Reading	Writing	Mathematics

• Give a personal point of view on a text.
• Re-explain a text with confidence.
• Justify inferences with evidence, predicting what might happen from details stated or implied.
• Use appropriate voices for characters within a story.
• Recognise apostrophe of possession (plural)
• Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
• Explain why a writer has used different sentence types or a particular word order and the effect it has created.
• Skim & scan to locate information and/or answer a question.
	• Vary sentence structure, using different openers.
	• Use adjectival phrases (e.g. biting cold wind).
	• Use appropriate choice of noun or pronoun.
	• Use fronted adverbials.
	• Use apostrophe for plural possession.
	• Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
	• Use commas to mark clauses.
	• Use inverted commas and other punctuation to punctuate direct speech.
	• Use paragraphs to organize ideas around a theme.
	• Use connecting adverbs to link paragraphs.
	• Write with increasing legibility, consistency and fluency.
		• Count backwards through zero to include negative numbers.
		• Compare & order numbers beyond 1,000.
		• Compare & order numbers with up to 2 decimal places.
		• Read Roman numerals to 100.
		• Find 1,000 more/less than a given number.
		• Count in multiples of 6, 7, 9, 25 & 1000.
		• Recall & use multiplication & division facts all tables to 12x12.
		• Recognise PV of any 4-digit number.
		• Round any number to the nearest 10, 100 or 1,000.
		• Round decimals with 1dp to nearest whole number.
		• Add & subtract:
		  o Numbers with up to 4-digits using written columnar method.
		• Multiply:
		  o 2-digit by 1-digit
		  o 3-digit by 1-digit
		• Count up/down in hundredths.
		• Recognise & write equivalent fractions
		• +/- fractions with same denominator.
		• Read, write & convert time between analogue & digital 12 & 24 hour clocks.

NJS Non-Negotiable Core Learning: Year 5

Unlocking learning through oracy

- Talk and listen confidently in a wide range of contexts including some that are formal.
- Engage the interest of the listener by varying their expression and vocabulary.
- Adapt spoken language to the audience, purpose and context.
- Explain the effect of using different language for different purposes.
- Develop ideas and opinions with relevant detail.
- Express ideas and options justifying a point of view.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.
- Begin to use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible language or solution.
- Perform their own compositions using appropriate intonation and volume so that meaning is clear.
- Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone.
- Understand and begin to select the appropriate register according to the context.

Reading

- Summarise main points of an argument or discussion within their reading & make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

Writing

- Add phrases to make sentences more precise & detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
  - brackets
  - dashes
  - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating & coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organise into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.

Mathematics

- Count forwards & backward with positive & negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare & order numbers up to 1,000,000.
- Compare & order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples & factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise & use square numbers & cube numbers.
- Recognise PV of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2dp to nearest whole number & 1dp.
- Add & subtract:
  - Numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply:
  - 4-digits by 1-digit/ 2-digit
- Divide:
  - Up to 4-digits by 1-digit
- Multiply & divide:
  - Whole numbers & decimals by 10, 100 & 1,000
- Recognise & use thousandths.
- Recognise mixed numbers & improper fractions & convert from one to another.
- Multiply proper fractions & mixed numbers by whole numbers.
- Identify & write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.

NJS Non-Negotiable Core Learning: Year 6

Unlocking learning through oracy	
• Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence. • Ask questions to develop ideas and make contributions that take account of others' views. • Use evidence to support ideas and opinions. • Explain ideas and opinions – elaborating to make meaning explicit. • Take an active part in discussions, taking different roles. • Use hypothetical speculative language to express possibilities. • Use Standard English fluently in formal situations. • Debate an issue maintaining a focused point of view. • Use formal language of persuasion to structure a logical argument.	• Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear. • Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere. • Pay close attention to, and consider the view and opinions of, others in discussions. • Make contributions to discussions, evaluating others' ideas and responding to them. • Understand and select the appropriate register according to the context.

Reading	Writing	Mathematics

• Refer to text to support opinions and predictions.
• Give a view about choice of vocabulary, structure, etc.
• Distinguish between fact & opinion.
• Appreciate how a set of sentences has been arranged to create maximum effect.
• Recognise:
  o complex sentences with more than one subordinate clause
  o phrases which add detail to sentences
• Explain how a writer has used sentences to create particular effects.
• Skim and scan to aide note-taking.
	• Use subordinate clauses to write complex sentences.
	• Use passive voice where appropriate.
	• Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
	• Use a sentence structure and layout matched to requirements of text type.
	• Use semi-colon, colon or dash to mark the boundary between independent clauses.
	• Use colon to introduce a list & semi colon within a list.
	• Use correct punctuation of bullet points.
	• Use hyphens to avoid ambiguity.
	• Use full range of punctuation matched to requirements of text type.
	• Use wide range of devices to build cohesion within and across paragraphs.
	• Use paragraphs to signal change in time, scene, action, mood or person.
	• Write legibly, fluently and with increasing speed.
		• Use negative numbers in context & calculate intervals across zero.
		• Compare & order numbers up to 10,000,000.
		• Identify common factors, common multiples & prime numbers.
		• Round any whole number to a required degree of accuracy.
		• Identify the value of each digit to 3 decimal places.
		• Use knowledge of order of operations to carry out calculations involving four operations.
		• Multiply:
		  o 4-digit by 2-digit
		• Divide:
		  o 4-digit by 2-digit
		• Add & subtract fractions with different denominators & mixed numbers.
		• Multiply simple pairs of proper fractions, writing the answer in the simplest form.
		• Divide proper fractions by whole numbers.
		• Calculate % of whole number.

Appendix 5

"What a good one looks like" Aspects of Effective Teaching and Learning at NJS related to the Teacher's Standards

Planning: (Standards 1,2,4) (***not all of this will be evident in written planning)**

Structure within and across lessons; Learning Objectives (at age related NC expectation) and Success Criteria (inc provision for groups and individuals); Appropriate activities, Resources; Safety; Provision for other adults, provision for children to "know more remember more", Prior learning, subject specific vocab to be used

1. *Do the objectives /outcomes address the appropriate age related expectations of the National Curriculum?*
2. *Is there a clear outcome in mind that is part of a logical learning sequence in line with skills and knowledge progression?*
3. *Is subject content explicit including subject specific vocabulary and skills and knowledge progression?*
4. *Is the lesson planned to actively engage and encourage enjoyment curiosity and questioning?*
5. *Is the learning set in context and given meaning/relevance through opportunities to develop aspects of SMSC, practice Core Learning (non-negotiables) and link with learning in other subject areas where appropriate?*
6. *Is the lesson planned with our school's wider curriculum aims, drivers, values and Key questions in mind?*
7. *Is the lesson planned with clear aims, structure and challenge for all abilities using Learning Objectives and Success Criteria that are shared and displayed? (Timings? Teacher talk v pupil productivity? Creating appropriate pace)*
8. *Is the lesson planned with defined and shared success criteria so pupils understand what they are working towards and the expected outcomes. (WAGOLL and quality models, mastery approach)?*
9. *Is the lesson planned with knowledge of prior learning from previous lessons and well as previous topics, gaps, barriers and assessments?*
10. *Are there opportunities to revisit and build on prior learning to ensure a firm foundation for new skills and knowledge.*
11. *Has new learning been pre tested to identify gaps and barriers so the largest number of pupils can access the learning in the lesson successfully (pre teaching, group work, feedback evidence, mastery approach)?*
12. *Have priority groups been identified for additional support/monitoring in line with whole school and cohort development planning/pupil progress meetings and assessments?*
13. *Is the level of challenge and support appropriate for all abilities?*
14. *Does lesson planning make effective use of TAs when available? Are TAs used flexible as well as strategically?*
15. *Is there a good balance of teacher time spent in direct teaching with all ability groups in the plan?*
16. *Have appropriate strategies for teaching and learning been considered in line with the ability and character of the pupils?*
17. *Are assessment and feedback opportunities included? (mini plenaries focus groups, talk partner mini marking)*
18. *Is there evidence of planning for progress ("knowing more, remembering more)" through metacognition strategies? (retrieval, quizzing, flashback 4, self-assessment RAG)*
19. *Is cognitive load well managed/appropriate?*
20. *Are resources / materials accessible well prepared? Used appropriately? (Equipment, scaffolds, knowledge organisers, question stems, dictionaries etc)*

21. *Are possible misconceptions considered? Is planning flexible enough to deal with misconceptions and early finishers in the lesson? Support resources/Plan B*
22. *Have behaviour management issues been pre-empted and proactively planned for?*
23. *Are objectives / outcomes clear?*
24. *Is there a clear structure to the lesson? Timings? Teacher talk v pupil productivity?*
25. *Have appropriate strategies for teaching and learning been considered?*
26. *Is there sufficient detail?*
27. *Has prior learning been considered and made evident?*
28. *Evidence of planned differentiation? Is the level of challenge appropriate?*
29. *Support staff briefed and used appropriately?*
30. *Assessment considerations / opportunities included?*
31. *Evidence of planning for progress?*
32. *Resources / materials well prepared? Used appropriately?*
33. *Misconceptions considered? Planning flexible enough to deal with misconceptions in the lesson*

Teaching and learning: (Standards 1,2,4,5,8)

Challenge, and high expectations, linking to learning objectives and success criteria; Overall structure and timing; Building on prior knowledge; Scaffolding via Explanations, Appropriate teaching strategies and activities, Questioning, Engagement, Pace, Voice, Interaction (inc ratio of teacher and pupil talk); Style, Independence; Collaboration; Metacognition Strategies, Use of skills and knowledge progression, Knowledge organisers, voice, pace, style,

Start of the Lesson

1. Does the start of the lesson have a clear focus, using activities which immediately engage the learner?
2. Are the expected learning outcomes shared with pupils (not always necessarily at the start), in the context of prior learning, to ensure they understand what they are doing and why?
3. Are the success criteria by which the learning will be evaluated made explicit?
4. Does the teacher establish and communicate clear expectations for behaviour and timings for different parts of the lesson as appropriate

Lesson Development

5. Does the teacher present lesson activities with clarity, enthusiasm and pace, ensuring timings are clear and adhered to where appropriate? (adjustments in the light of emerging learning needs may need to be made)
6. Is active learning is promoted by provision of tasks which enable pupils to engage meaningfully with the learning?
7. Does the teacher model activities, processes and desired outcomes making their thinking and decision-making explicit and pupils are aware of the standard of response expected? Do appropriate well matched resources/teaching approaches and learning activities support pupils' learning to enable success for every pupil and tasks are accessible to all?
8. As the lesson proceeds, are learning activities organised into coherent steps in order to maintain pupils engagement and support progression towards desired outcomes?
9. Is there a variety of question types techniques based on **Blooms Taxonomy** probe and develop pupils' understanding?
10. Is active listening promoted, inviting a range of different responses and building in time for reflection

11. Is constructive, clear assessment and feedback is provided to maximise impact on progress.
12. Pupils are encouraged to evaluate and refine their own work and the work of their peers in order to develop a sense of engagement and self- awareness over their learning
13. Activities ensure progression in pupils' learning by increasing the level of conceptual challenge, the depth of understanding and the breadth of application of skills
14. Groupings and seating arrangements are varied according to the task and knowledge of the class
15. Teachers demonstrate flexibility in their approach and are prepared to deviate from the lesson plan where appropriate to address misconceptions or develop learning beyond the planning where pupils need extra challenge
16. A variety of homework tasks are set to deepen, extend, or initiate learning

End of the Lesson

17. The teacher creates the time to review lesson objectives and learning outcomes
18. Pupils have the opportunity to assess their own progress and set themselves appropriate targets (not always necessarily done at the end)
19. Pupils receive supportive feedback from the teacher or their peers where appropriate
20. Opportunities are provided to celebrate success
21. Links are made to future lessons, learning activities and assessment opportunities as appropriate
22. The end of the lesson is prompt and orderly, allowing for efficient transition between lessons

Summary

23. *Learning objectives clear / matched to activities?/Shared*
24. *Outcomes been considered? Success criteria? All / Most / Some?*
25. *Explanations of new concepts / knowledge / skills - clarity?*
26. *Accurate use of key vocabulary / subject- specific language?*
27. *Use of resources – effective – well matched*
28. *Are chosen teaching strategies effective? Appropriate? (If not, why not? What could have worked better?)*
29. *Individual / paired / group work? Appropriate? Use of talk partners?*
30. *Use of strategies to maximise involvement? Are all children engaged, on-task?*
31. *High expectations of pupils? Children eager to participate and contribute?*
32. *Ratio of teacher to pupil talk? Pupil Productivity?*
33. *Use of support staff? Effective? Appropriate? Targeted support by T and TAs as opposed to patrolling?*
34. *Effective use of ICT, drama, speaking and listening activities, etc?*
35. *Dealing with misconceptions? Thinking on your feet and adapting planning?*
36. *Pace of the lesson?*

Assessment: (Standard 6)

Observation, questioning and discussion; Feedback; Pupil self-evaluation., use of reflection time, mini plenaries, revisiting LO and SC, quizzing metacognition strategies

1. *Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress.*
2. *Feedback will sometimes include quality written comments that recognise the strengths of a piece of work and identify targets for improvement in a constructive, in line with marking & feedback policy.*

3. *Pupils are able to act upon the advice they are given to improve their performance providing an improved response to the feedback*
4. *Frequent opportunities are taken within lessons to provide immediate verbal feedback*
5. *Pupils are encouraged to judge the success of their own work, negotiate success criteria and set themselves targets for their own improvement*
6. *Pupils are encouraged to give constructive feedback to others within their group based on the agreed Success*
7. *Criteria*
8. *Questions differentiated to match pupil ability? Targeting of specific pupils?*
9. *Questions open / closed – appropriately?*
10. *Misconceptions / errors corrected sensitively?*
11. *Formative assessment / assessment for learning strategies used successfully?*
12. *Are the pupils making progress? How much progress? All children / Most children / Some children?*
13. *Knowledge of specific focus groups, e.g. Pupil Premium, EAL, etc?*
14. *Self-assessment and peer assessment strategies been used?*
15. *APP / NC levels been considered?*
16. *How does the teacher check the pupils understanding during the lessons?*
17. *Is feedback / marking effective? Evidence of target setting? Time to review / reflect on targets?*
18. *Are the objectives revisited throughout the lesson? Success criteria used?*

Learning environment: (Standards 1,2,4,5,7,8)

Classroom set up, scaffolding and support, Relationships; Stimulation of thinking; Resources; Positive behaviour management; High expectations embedding pace and challenge, pupil's learning habits and behaviour for learning, Embedding of school values, aims, wider curriculum, core learning

1. *Are relationships with children developing well? Evidence of positive working relationships?*
2. *Approachable with professional distance, not over familiar?*
3. *Generate enthusiasm, high levels of participation and commitment to learning?*
4. *Learning attitudes of pupils? Are mistakes presented as opportunities for learning?*
5. *Range of strategies for addressing challenging behaviour?*
6. *Trigger strategies for whole class attention?*
7. *Presence? Use of voice?*
8. *Calm? Upholding classroom etiquette? School behaviour policy?*
9. *Knowledge of individuals and potential problems?*
10. *Use of praise?*
11. *Use of resources?*

Pace & Challenge for all pupils – (Ofsted Action Point and Standards 1,2,3,5,7,8)

12. *Setting high expectations for all pupils in your class.*
13. *Planning for differentiated lesson outcomes and/or success criteria that are shared with class.*
14. *Planning for the most and least able with the focus on setting high expectations beyond the learning "comfort zone"*

15. *Planning engaging starter activities to ensure quick start to the lesson and learning is evident in the first 5 minutes of the lesson (not just doing the register).*
16. *Planning for and using a variety of forms of differentiation in your teaching;* ***POSTCARD****: Pace, Outcome, Support (or the removal of), Task, Choice, Ability groupings, Resource, Dialogue.*
17. *Planning for higher order dialogue; extending, explaining vocabulary varying the questioning and thinking through the use of Blooms Taxonomy, speaking frames and P4C*
18. *Provide Depth in the teaching - for example extension through complexity (e.g a what if type question)*
19. *Provide Breadth in the teaching - for example, enrichment through a broader range of tasks and resources (e.g a what else type question)*
20. *Promoting independence in thinking and learning as well as providing opportunities to self- regulate learning*
21. *Using accelerated or an appropriate pace of learning*
22. *Share expected timings for activities and give time checks*
23. *Setting differentiated homework which is challenging for all pupils*
24. *Using learning conversations between the learner and teacher to inform pupils of their progress and review and identify next steps*
25. *Overall confidence in planning and delivering lessons with pace & challenge embedded.*

Expectations of Pupils –What does good learning look like?

26. *To be engaged and not passive in their learning*
27. *To work effectively and purposefully in a range of contexts*
28. *To come fully equipped and prepared to maximise the learning opportunity*
29. *To be prepared to share their learning and ideas in an atmosphere of trust*
30. *To ask questions where appropriate – of each other and the teacher*
31. *To support one another, working collaboratively, recognising the contributions of all*
32. *To undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement*
33. *To know where to go for help and recognise that further progress can always be made*
34. *To develop resilience in approaching problems and new learning challenges*
35. *To be able to select appropriate learning resources to help develop their own learning*
36. *To work with increasing independence, developing the skills to become life-long learners*
37. *To make effective use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work*
38. *To act on all assessment, marking and feedback*
39. *To use initiative and have a variety of strategies for when they become stuck or have finished their task*

Subject knowledge: (Standards 2,3,4)

Subject knowledge; pedagogic knowledge; Dealing with misconceptions; Adapting strategies to support and challenge; Standard English. Knowledge of School curriculum aims, values and drivers, development priorities and priority groups, Knowledge of how children learn

1. *Use of subject specific technical vocabulary?*
2. *Technical terms – usage by teacher and pupils? Expectations?*

3. *Appropriate teaching strategies for the subject? Pedagogy?*
4. *Phonics knowledge? Pronunciation? Clarity? Explanations? Terminology?*
5. *Ability to predict misconceptions? Address misconceptions? Questioning?*
6. *Confidence to model / demonstrate tasks?*
7. *Discussion of success criteria?*
8. *Understanding of progression in learning? Prior learning? Next steps?*
9. *Use of Standard English?*
10. *Knowledge of metacognition and how children learn best/ evidence of strategies to help children "know more and remember more"*
11. *Good balance of cognitive load*
12. *Evidence of learning set in a wider context of the rest of the curriculum/embedding practising schools values and aims*
13. *Ability to "bring subject to life" and stimulate curiosity, questioning and discussion in the lesson*

Health Warning!!!

This is not intended to be a list of everything that should be observable and happen in every lesson! Much of it happens automatically and is not explicit in lesson planning. It is detailed as we may want to have a focus on 1 or 2 aspects of learning and also if learning is not going to plan, it can be a supportive checklist for where things may have been missed. It is intended to be used as a support not a tool to grade lessons although it can be used with highlighters to easily identify features of good T and L and points for discussion. The summaries in bold at the top are the headings I have used in my visits to your classroom to look at the amazing things you do there!

RT ☺