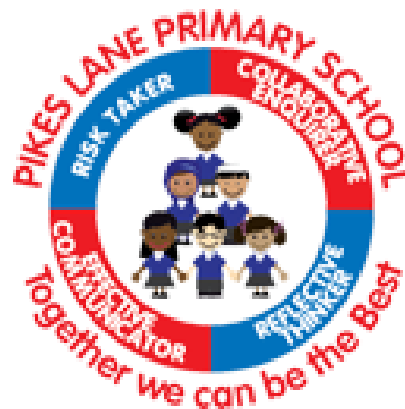




Pikes Lane Primary School

The Pikes Lane Learning Journey Curriculum Policy

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Subject Leader: L Witham and S Tazzyman
Link Governor Committee: Curriculum, Standards and Wellbeing



The Pikes Lane Learning Journey

At Pikes Lane, we believe that our vision, motto and mission statement are integral to our Pikes Lane Learning Journey. The Pikes Lane Learning Journey is an embodiment of what we value and feel is important for the children to experience. We passionately believe that our curriculum should be relevant, meaningful and bespoke to our context. Although we follow the National Curriculum, there are also many other, equally important components to the children's learning experiences.

Curriculum Intent

Due to our challenging context of 98% EAL, scant out of school experiences and 33 languages spoken across school, teachers have crafted a curriculum closely matched to the needs of our community and profile of children who attend. Central to this are our golden threads of promoting jobs and high aspiration, addressing expectations of gender and promoting equality.

Knowledge is sequenced across the curriculum and taught thematically to support retention. We are a Rights Respecting School and make use of global citizenship links and themes related to children's heritage countries as well as a vehicle to explore British values, faith and ethics.

The Golden threads will be highlighted on the curriculum map to ensure that they are referred to when these objectives are being taught. These identify the contextual part of the curriculum that we are delivering. The compulsory/statutory objectives will be identified by being bold, these will link to the national curriculum.

Teachers use carefully chosen pedagogy, underpinned by metacognition helping children to understand how they think. Skills are rooted in cross-curricular application with learning links so children can articulate their pathway of learning. Learning has a relevance rooted in first hand experiences and real life skills, including outdoor learning and links to another of our Golden Threads; the right to leisure and culture.

Growth mindset and building resilience is at the heart of our learner profile and meets the needs of our children. Our fully inclusive curriculum stretches beyond the school day; with a wealth of enrichment activities on offer to complement class based learning.

Across our school, vocabulary is prioritised – it is taught both discreetly and through topic through use of knowledge organisers. These are organised specifically into year groups and subject to ensure they are consistently used across school. Each year new vocabulary is added and previous vocabulary is reinforced through space retrieval activities. The vocab is also available on the vocabulary padlet so it can be easily viewed cumulatively. The skill of oracy is supported through class debate and Socratic seminars, as well as co coaching techniques. Comprehension is further developed through the language of learning – children making links; we are developing the use of the ‘non-fiction book spine’ to further aid this.

One to one devices enable them to take learning outside the school itself. We are proud of a curriculum that supports children’s opportunities for collaboration, embodied in our motto; “Together we can be the best”.

Firstly, we consider the potential barriers and aids to learning for the pupils who attend Pikes Lane. Some of the potential aids to learning are the fact that many of our children are bilingual and even trilingual. However, we also recognise that there are some specific potential barriers to children's learning such as language barriers, religious commitments (e.g. additional Mosque exams, lack of time for homework) and the home environments of some of our children (parents who speak no English, large families, a lack of first hand experiences etc.). At Professional Development Meetings (PDMs), bearing these aids and barriers to learning in mind, we then plan a bespoke 'Learning Journey' which builds on children's existing knowledge, interests etc.

Individual subject policies give examples of how our curriculum intent and implementation is bespoke for each discrete area of the curriculum; see policies for further information on each subject area.

Our 'Pikes Lane Learning Journey' contains a range of activities and experiences which enrich the content of the national curriculum. This ensures that our children have an outstanding education and are exceptionally well prepared for their future lives. Each term we send a Curriculum Newsletter to parents, which tells them in advance what their child will be studying and why in addition to this their home learning task. These are also uploaded on to our school website.

Implementation of our curriculum

- The National Curriculum Subjects**

Subject Area	Timetable expectation
History	1 hour per week (every other week)
RE	EYFS - 50 mins per week or some short sessions implemented through continuous provision
	KS1 - 1 hour per week (36 hours of tuition per year)
	KS2 - 1 hour per week (45 hours of tuition per year)
MFL (Spanish)	KS2 - 30 - 40 minutes per week
Geography	1 hour per week (every other week)
D.T	1 unit per term (estimated coverage per unit is 8 hours) (taught alternative weeks to art.
P.E	PE:1 - 2 hours a week (1 - GH, class teacher 1 hour every other week.) Outdoor Learning: Use the outside provision area at least once a half term. The above expectations are for years 1-6.
Music	1 hour per week (PPA Cover) Half Termly
Science	EYFS - 50 minutes per week through short sessions and implementation in continuous provision
	KS1 - 1 hour per week
	KS2 - 1.5 hours per week
Art	1 full project per term to be completed over one half term (Taught alternative weeks with DT)
PHSE	1 hr a week that is split 30min teaching time and 30 minutes assembly
Computing	KS1 & 2- 3 units per year, half termly (1 hour per week for these units approximately 20 hours total).
	All year groups are expected to refer to e-safety and the use of technology in classes daily and in RSHE.
	EYFS- Short sessions and through provision in line with ages and stages objectives

- The sessions are organised into STEM and Communication weeks, these follow on from each other 1 week STEM and then one week communication subjects.

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- Each subject is mapped out in a curriculum map. This gives a long term plan that is progressive for each year group. This is followed and the knowledge and skills will be taught and the topics covered in the order provided.
- Each topic for each subject will have a knowledge organiser. This can be located in books at the start of each topic.
- Each subject has a progressive vocabulary mat, the vocab on these is cumulative and pupils should be able to define all key vocab for each topic.
- Each term home learning projects will be set. These are linked to the topics/themes that are being covered within the class.
- **Our Learner Profile:** this ensures that our pupils are focussing on skills, which are vital to their future success in everything we teach. Through our Learner Profile, pupils strive to become:
 - Risk takers
 - Collaborative enquirers
 - Reflective thinkers
 - Effective communicators
- **The views, opinions and interests of our pupils:** The pupil voice is also represented in our subject ambassadors group. Under normal circumstances, this group meets half termly to discuss and evaluate the curriculum, making suggestions for further developments.
- **The views and opinions of our Parents and Governors:**, Parents receive newsletters termly to let them know in detail what their children will be studying. Feedback is always valued and we hold parent 'Open Afternoon' sessions at the end of term to showcase the children's work and learning. Feedback is also taken at the end of this session. Due to CV19, parents and governors are not currently part of our 'subject ambassadors' group but this will be revised throughout the year.
- **Clubs:** we provide a range of clubs, both during school time and out of school, which help our children to develop skills which aid their learning. CV19 led to the temporary cessation of some of these to preserve our teaching bubbles and prevent further closure however these have now started again. These are done in line with the risk assessment. Below is a list of a few examples of clubs we provide include, these will change each term:
 - Whizz Kidz: where pupils use their coaching skills to teach their talents to their peers

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- iGenius : where pupils further their understanding and ability to use a range of Apps which enhance their learning and also are given the opportunities to guide others around school
- Children's University: where children work towards their out of school experiences and have a graduation ceremony at the local university in celebration of their achievements and promotion of high aspiration
- Minecraft club lead by AB
- Multisports club lead by GH

In addition to clubs run by class teachers we have a breakfast club that is run by CL and ZP. Different classes will be attending breakfast clubs on different days of the week. Classes will be kept separate in guidance with the risk assessment.

AB and GH will run clubs for groups that take place after school in line in line with the risk assessment policy.

- **Wow experiences:** Trips, visitors to school, theme weeks all help to further enhance the learning journey of our pupils. ie; Visiting a chocolate factory, receiving a visit from some Roman soldiers and our Year 6 Takeover day, are experiences which have been particularly enjoyable for our pupils. Where some of these have not been possible during lockdown we now are able to in line with the risk assessment policy. These are located on the culture capital document.

Subject padlet

Each subject will have an individual padlet, which is the subject handbook. This will contain all of the key documents for that specific subject. This will include but will not be limited to: policies and key resources.

The links for the following padlets can be found here: [Subject Padlet Links](#)

Guidance for Planning and PLLJ/Theme

1. When planning the PLLJ experiences for the class/year group, the first stage is to consider the class/individual children's needs including their barriers/aids to learning. Teachers make use of the Curriculum Maps which outline key skills and knowledge to be covered across the year and see where this fits in to children's earlier learning experience so that knowledge is generative and builds children's understanding of different concepts across discrete subject disciplines. Chosen excursions/visitors will also be on the cultural capital document.
2. The Golden threads will be highlighted on the curriculum map to ensure that they are referred to when these objectives are being taught. These identify the contextual part of the curriculum that we are delivering. The compulsory/statutory objectives will be identified by being bold, these will link to the national curriculum.
3. Planning may contain ready, steady, go activities where appropriate so the complexity from retrieval to problem solving/more complex work for the pupils is clearly shown. In addition to this, appropriate differentiation for SEND pupils will ensure that learning is accessible and inclusive across the piece.
4. The substantive knowledge will be on the curriculum maps, this would be the content delivered to the pupils. The disciplinary knowledge can be thought of as an individual's understanding of subject matter concepts and how these concepts relate to form the larger body of knowledge
5. Within history the eras will be taught in reverse chronology in year groups. This builds on substantive knowledge and ensures pupils can apply disciplinary skills.
Within some individual year groups the teaching of events will be in chronological order

Key Questions: Class/Cohort Needs - What are the class interested in? What does the data tell us? What is the context of the class e.g. boys/girls/PP/SEN? Is there an area/subject which needs particular attention e.g. RE (many of our children know very little of other cultures/religions, this could lead to tensions between different cultures etc.) Due to CV19, teachers use of the Recovery Curriculum document and the missed learning document to ensure curriculum gaps and needs are catered for and addressed.

5. At the beginning of a particular theme / topic, classes will think about their 'Big Question' This can be used for a pre assessment and a post assessment at the end of the unit / term. Children should be able to show more knowledge links and be able to answer their BIG QUESTION in some way.

Big Question Planning Document

EYFS Question Development

- Preschool- Questions about themselves now (what, who).
- Nursery- Questions about their immediate and personal past (when, where, today, at the weekend etc).
- Reception- Questions about their past (e.g. when they were a baby, how and why questions, time vocabulary)

(Review Summer 2020 for new curriculum) (For most up to date see individual curriculum maps)

Year 1

Term	Topic	Key themes/ ideas	Possible Questions
Autumn	Fact or Fantasy	Toys, similarity and difference e.g. grandparents' toys, gender differences	Toys in the past- same or different? Would a Grandma like an Xbox? Would you watch 'Toy Story' set in the past?
Spring	Full Steam Ahead	Significant people, Fred Dibnah, Bolton history, gender differences in jobs, why some jobs no longer exist, safe working	Are you happy that you live in Bolton today? What makes you proud to live in Bolton? Would you invite Fred Dibnah for tea? Does having a job make you a grown up?

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Summer	Seaside Memories	Leisure and culture, health and safety around the seaside, leisure time/ travel was different in the past	Are all seaside holiday's the same? How was the seaside different in the past?

Year 2

Term	Topic	Key Themes/ ideas	Possible Questions
Autumn	Famous faces, famous places	Cause and consequence, Titanic, technological changes, inequality in class system, Grace Darling, female heroine	Was the Titanic 'luxury'? Does going on a voyage make you vulnerable? Was the Titanic's voyage in vain? Would you 'rock the boat' to be famous?
Spring	Travel and Construction	Legacy, famous people of the past, changes to travel, men and women explorers, Neil Armstrong, Amelia Earhart etc.	Who has helped us travel from the past to the present?
Summer	Fire	Guy Fawkes, inequality, Great Fire of London, The Great Plague	Fire- good or bad? Was Guy Fawkes a 'bad guy'? Was the Great Fire of London 'great'?

Year 3

Term	Topic	Key Themes/ ideas	Possible Questions
Autumn	Great Inventions and Empire	Invention and legacy, trade, industrial revolution, black history- slavery and child labour	Could you survive without technology? Has technology made humans lazy? Industry- revulsion or revolution?
Spring	Equality and Culture	Culture and legacy, Victorian era, women's fight for equality, fair treatment of workers, poverty	Is equal always fair? Is it okay to fight for a right? How much of culture is universal?
Summer	End of an Era	Social Change, Britain's empire expansion, colonised, Ghandi and Indian independence, Scout Movement	What is freedom? Is change always progress?

Year 4

Term	Topic	Key Themes/ ideas	Possible Questions
Autumn	Anglo Saxons	Legacy, Invasion, Trade	What do we owe to the Anglo Saxons?
Spring	Vikings	Invasion, Legacy, Trade	Has history been unkind? Vikings- vicious or victorious?
Summer	Battle of Hastings Normans 1066+	Norman Conquest and the first Castles Changes in Storytelling Historical sources, Oppression, Invasion	How did the Norman Conquest change the 'tapestry' of our lives? Why do we build walls?

Year 5

Term	Topic	Key Themes/ ideas	Possible Questions
Autumn	Romans	Civilisations Empire, Legacy, Invasion, Trade, Beliefs	Do all roads lead to Rome?
Spring			
Summer	Ancient Greece	Parliament, legacy, Beliefs	Is Ancient Greece alive today? How Greek are you?

- How natural are natural disasters?

Year 6

Term	Topic	Key Themes/ ideas	Possible Questions
Autumn	Civilisations	Iron/ Stone/ Bronze ages Mayans Survival, beliefs	What is meant by civilisation? What does it mean to be civilised?
Spring			
Summer	Egyptians	Ancient Egypt, beliefs	Walk like an Egyptian or Mayan?

<https://learningspy.co.uk/featured/whats-the-big-deal-with-big-questions/>

<http://www.thinkinghistory.co.uk/ResourceBase/downloads/PH70Enquiry.pdf>

Big Question Criteria

- Open — they have no one, definitive answer but rather several different and possibly competing answers.
- Undermining — they cast doubt on individual assumptions or 'common sense'.
- Rich — they require research and grappling with information and ideas.
- Connected — they are relevant to the learners and the world in which they live, and particular disciplines and fields.
- Charged — they have an ethical dimension with emotional, social and/or political implications.
- Practical — they are researchable within the world of the student.

Possible Question Stems

- What would happen if?
- Suppose you could what would you do?
- How is Related to ...?
- What is the relationship between/ distinction between?
- Do you agree with...?
- Would it be better if?
- Was it better that?

3. Plan engaging and challenging activities to address all of the objectives from the N.C **AND incorporate** as many of the other aspects of the Learning Journey as possible.

Key Questions: Are teachers making links for children with the N.C and the other element of the PLLJ? E.g. if children are doing an historical based theme, are they incorporating the elements of the **Learner Profile** within this. Classes could re-enact a battle, have a

debate/Socratic seminars and use the DOKs questioning. The idea is to weave all the elements of the curriculum and the school's 'Golden Threads' throughout the theme.

Guidance and Expectations for Planning and Books

1. At Pikes Lane, we pride ourselves on the standards of all written work including the quality of our PLLJ Books and all of our other workbooks that showcase our learning.
 - Handwriting (including joining) must either be of a consistently high standard throughout AND/OR sustained progress in quality of handwriting and presentation must be evident.
2. Progress, progress, progress! This means that, throughout the term/year progress should be evident and tangible i.e.
 - Progress should also be evident in the quality/amount of written work over time (e.g. An increase in the number of sentences, use of vocabulary, punctuation, layout etc).
 - Progress should also be evident within a subject (e.g. If the theme is a geographical theme, then the knowledge and skills within this subject should be developing e.g. mapping skills/locating places etc could be developed).
3. Each piece of work needs to specify the subject/area from the PLLJ and the WALT should be relevant to the particular subject area. A # will be written with the subject at the top of the page.
4. Any piece of writing, linked to the theme should represent the quality and progress that we would expect in a standard English lesson.
5. **Worksheets** - be judicious with use of worksheets; they can be effective and help to scaffold children's learning. However, they can also limit and restrict children's level of challenge. Encourage them to record their learning in their own preferred style. (E.g. Mind Maps, generate their own digits, chose their own writing genre etc)

6. **PLLJ Open-afternoons** – These are held at the end of each term throughout the year. They provide an opportunity to showcase everything the children have done as part of their PLLJ. Parents and governors are invited to the event. (Due to CV19, parents and governors will not be invited into school until safe) We will be thinking of alternative ways to showcase children's learning to both parents and governors.
7. **Monitoring Books**—this takes place in accordance with our monitoring calendar - refer to DEDs.

How we record our work

Below is a list of the books that are being used to record pupils work in and what is recorded within each book. Work is not limited to these as examples will appear on both showbie and earwig.

English – pink books – Class work is located at the front and interventions on key skills like handwriting/SPAG are located at the back of the book.

Maths – blue squared book – Class work is located at the front. Big maths at the back. The date will also be in Roma Numerals.

PLLJ/Big question – Green book – History and Geography at the front. DT at the back. # subject next to pupils work.

Spanish – In yellow book – Date written in Spanish. Recordings uploaded to showbie/earwig.

Spelling – Small orange book – spelling rules at the front and test at the back.

Global Citizenship – Purple book – RSHE at the front. RE at the back. # Subject next to pupils work.

Science – red book – New front cover and knowledge organiser at the start of each subject. Work at the front. Working scientifically sheet - inside front cover.

Reading – orange book – work in the front. No WALT required as all areas of reading are used. Extension activities on showbie.

Art – black book - pupil sketch books.

Music – showbie and examples on seesaw. Flow book – this will have timeline examples (one) for each year group that are recorded from earwig.

Not all sessions lend them selves to being recorded in a physical book. If this is the case examples of work will be on either showbie or earwig.

KS2 have jotters/note books that they use to further enhance pupil agency. These are for pupils to record vocab/key info or anything that will support them in their learning. These may be used within any session to support the pupil's learning.

Each foundation topic will contain a pre task at the start of each new topic and an exit task. Please refer to foundation subject policies for subject specific details of pedagogical approaches for what these might look like, examples of these may be using the big questions or the knowledge mats with questions, blanked out sections etc.

Spaced Retrieval

We make full use of spaced retrieval strategies at Pikes Lane. Teachers trialled different strategies through JPD in Autumn term 2020 and continue to embed a variety of strategies through regular everyday practice.

Light and Shadow - Revision challenge grid - Lesson 8			
What can you wear to protect your eyes from the sun?	How is the moon a bright object?	What is Dark?	What is the best weather to see a shadow?
What type of material is the most reflective?	Give an example of a source of light.	Why are mirrors good at reflecting?	What do you need to be able to see?
How does a mirror work?	How are shadows formed?	What is a secondary source of light?	What is a reflection?
How does the length of a shadow change?	What does an image look like in a mirror?	Why can you see yourself when looking into a pond?	Does light travel around corners?
2 marks (last lesson)	3 marks (2 weeks ago)	4 marks (a month ago)	5 marks (Prior learning)

Civilisation : KS2 Knowledge Mat

Vocabulary		Exciting Books		
peasant	A poor person of low social status who works on the land.			
human sacrifice	The act of killing one or more humans, as an offering to a deity or deity.			
hunter gatherer	People who obtain food by hunting and gathering wild food.			
tribe	A group of people who live together and share a common culture.			
archaeologist	People who discover and study the past to learn about how people lived in the past.			
astronomers	A person who studies the universe and the objects in it, such as planets, stars, and galaxies.			
mathematicians	A person who uses or studies the science of numbers, shapes, and space.			
settlements	A place where people live, such as a village, town, or city.			
BC	Before Christ. The year 2000 BC means 2000 years before Christ was born.			
neolithic	The last part of the Stone Age, between the Neolithic and Bronze Age.			
preh	Prehistoric. The period of time before written history.			

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Question	Answer A	Answer B	Answer C
1 When did World War 2 start	1918	1939	1945
2 Which of these was President of the USA for most of the war	FDR Roosevelt	Benito Mussolini	Joseph Stalin
3 Which of these countries was one of the Allies	Soviet Union	Republic of Ireland	Japan
4 Which of these countries was one of the Axis forces	Poland	Switzerland	Italy
5 Which of these is NOT a reason why the war started?	Because Germany had been defeated in World War 1 and felt humiliated	Because the Great Depression led to terrible money problems, particularly in Germany	Because Hitler wanted to invade Britain as revenge for the defeat in World War 1
6 Which of these did NOT happen in England during World War 2	Bombing of Pearl Harbor	Rationing of food, clothes and fuel	Evacuation of children from cities



Check it!

PA

$$7 \square 1 + \square 3 \square = 999$$

$$7 \square 1 + \square 3 \square = 1000$$

Complete the numbers. How did you use the first calculation to help with the second?

Addition & Subtraction

* + - up to 10,000 with regrouping (using column method).

Use of Earwig

Earwig will be used frequently to upload evidence of pupil's work, as a minimum this will be one piece per day. This will be used for exemplifications to support assessment in foundation topics. When a piece of work is uploaded it will require the title in the following order: Year, subject, level and term.

The exemplification documents collated for foundation subjects will initially be those that represent ARE. We will continue to add to this document. Subject leaders will quality assure the work for their individual subject.

Use of Showbie

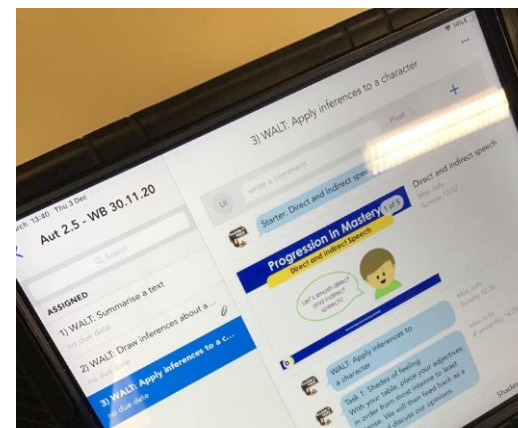
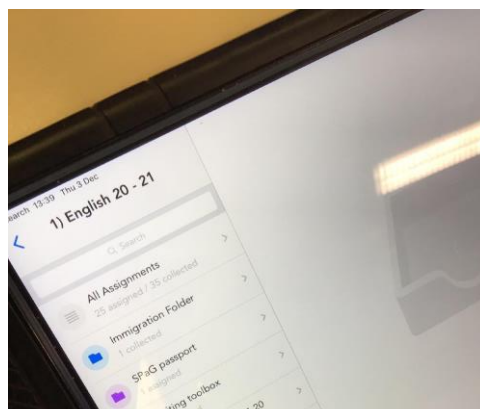
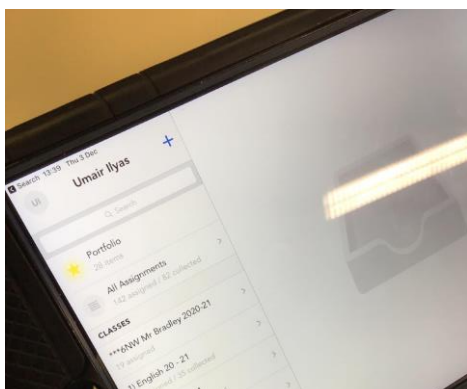
Planning and resources will be placed on Showbie. These should be set up in the following ways. If it is not appropriate for planning to be on showbie this will be stored on google drive in a format that is accessible and organised.

Within Y1 children will add them selves to one class only, within that class there will be a weekly file per subject area. Learning will be found in each weekly thread.

In KS1 these areas will be collected weekly to avoid confusion for the children.

Within Y2-6, each child will join a 'class' for each subject. Teachers will need to ensure that each child has access to each subject class joined so they can access lessons in case of self-isolation.

Within the 'classes,' teachers will then create folders for each week/session. Within the folders the 5 weekly learning sessions will be placed inside and locked/unlocked as necessary. These need to be ordered chronologically.



Organisation and structure

We have 5 key pillars, with 7 sub pillars in each area. One sub pillar is a key priority*; generating 5 priorities* for the whole school each year. These can be found on the next page. Pillar pairs meet each fortnight, with half termly whole leadership team feedback to update on progress. The Headteacher reports to governors under our pillars, with leads from each area feeding into the termly HT report. The models below represent the structure of leadership to ensure and the key objectives.

Strategic Leadership Jo, Jen & Governors	Leading Knowledge and Skills Seb & Laura	Leading Learning Experiences Jo & Abi	Leading Foundations of Learning Nic & Katie	Leading Support for Learning Sue & Alice
Staffing & Resources	Leading Pedagogy	STEM team	Comm team	Covid Catch up*
Leadership structures	Pupil Voice	STEM Schemata	Comm Schemata	Equality
Networks and S2SS*	JPD	Subject Leadership*	Oracy	Inclusion; SEN/GT
Governors	Assessment*	Outdoor Learning	Reading	Global Citizenship
Quality Assurance	PLLJ	Coaching and Reflection	EYFS*	More Able
Professional Development	Growth Mindset	Computing	Cultural Capital	Wellbeing
Safeguarding & Pastoral	Extra Curricular	Removing Barriers	Behaviour for Learning	Parent Partnership

Section 1

Strategic leadership (including Governance)

Key Objective: Our governors and leaders know how to help us to do our best by making sure they have the right knowledge and skills, learning from the educational community around them. This means they access training and work with other schools so 'Together we can be

Section 2

Leading Knowledge and Skills – the Curriculum

Key Objective: We will work hard to develop our knowledge and skills across the Pikes Lane Learning Journey, so that our learning sticks with us and we can remember earlier learning. Teachers who lead subjects will help us by organising how our learning builds each year.

Section 3

Leading Learning Experiences – Assessment and STEM team

Key Objective: We will use feedback from our teachers and from one another to help us to understand what we learn and how we learn best. We will work on having a voice in our own learning and having the vocabulary to support this.

Section 4

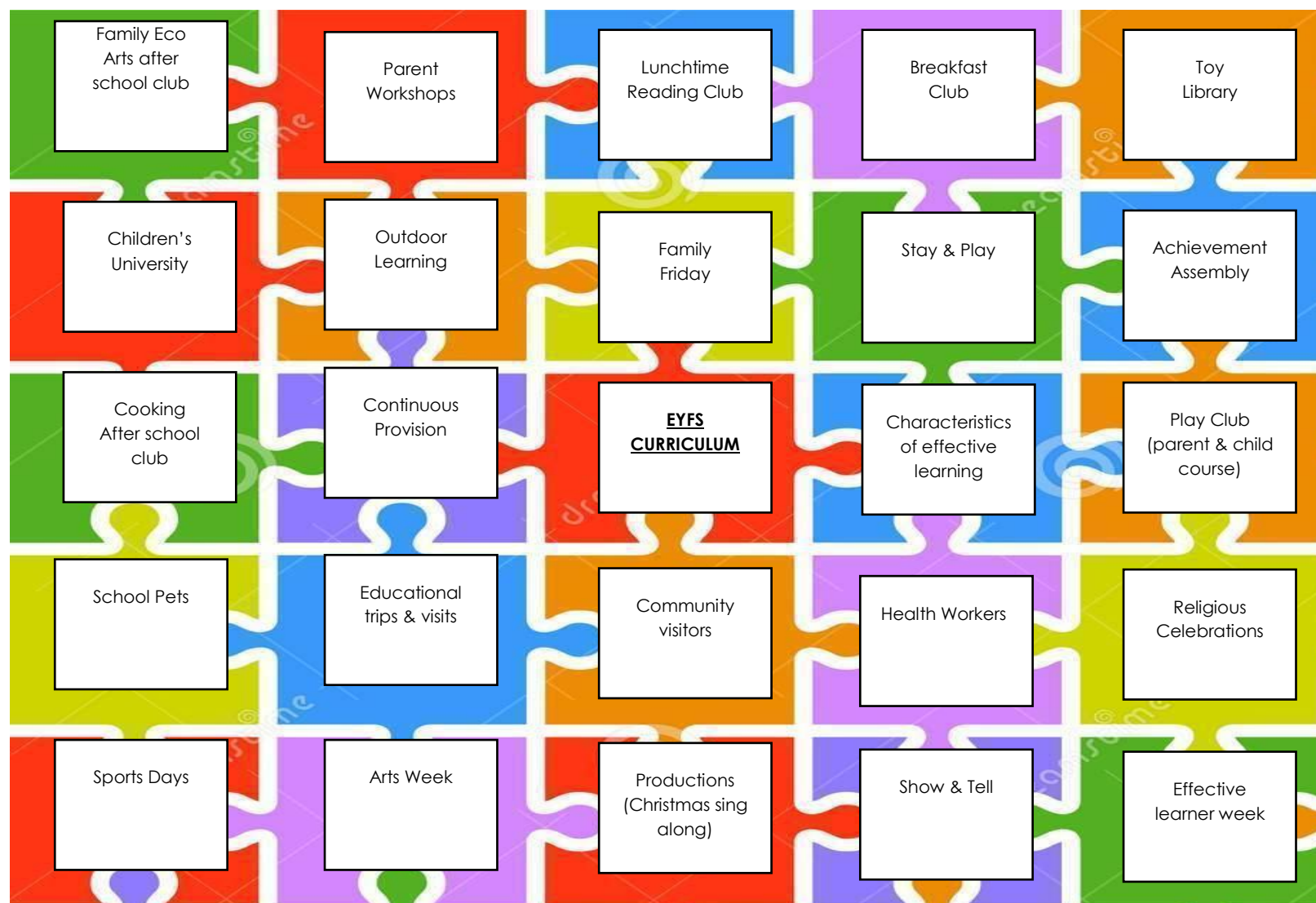
Section 5

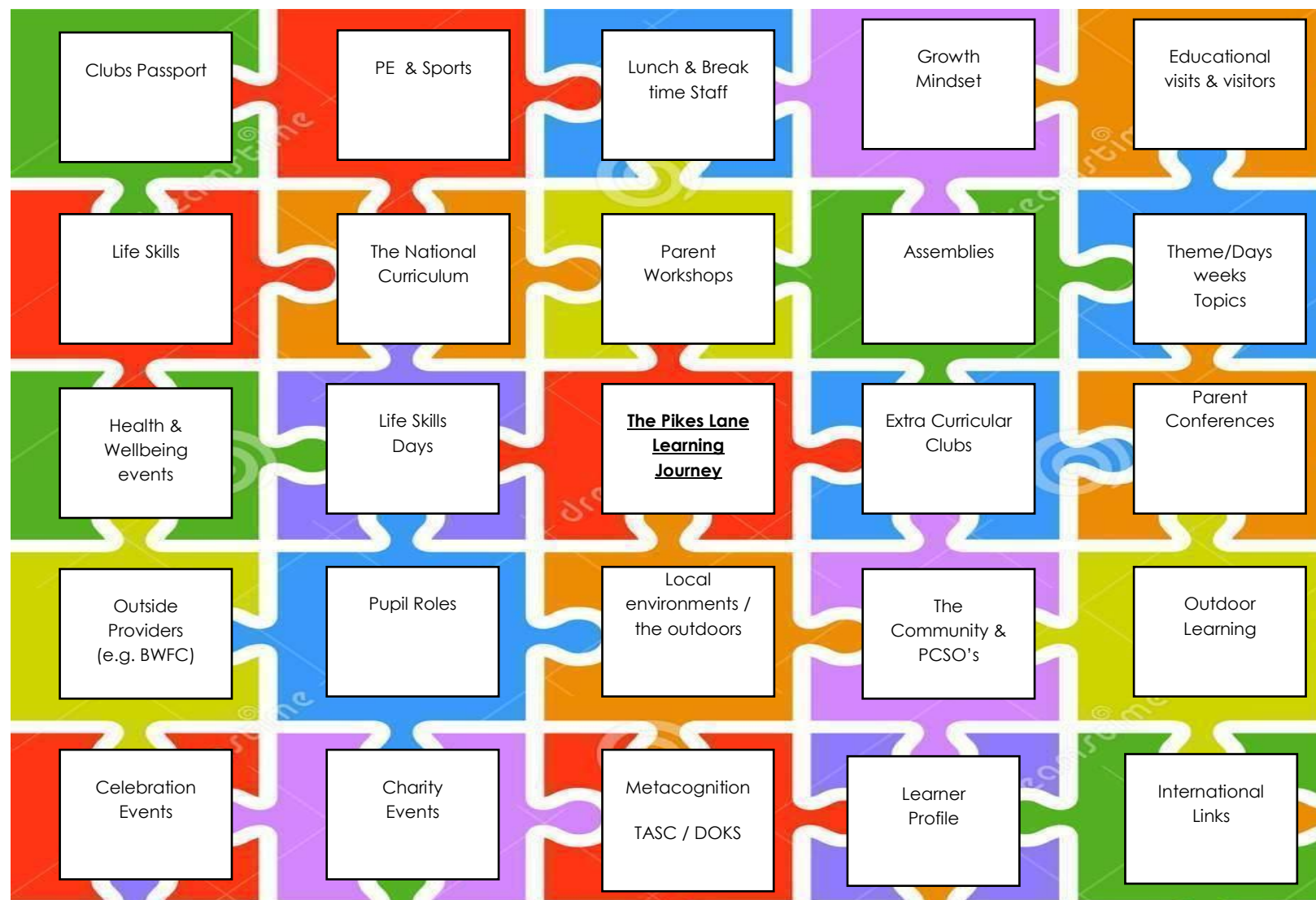
Leading Support for Learning – Inclusion and Global Citizenship

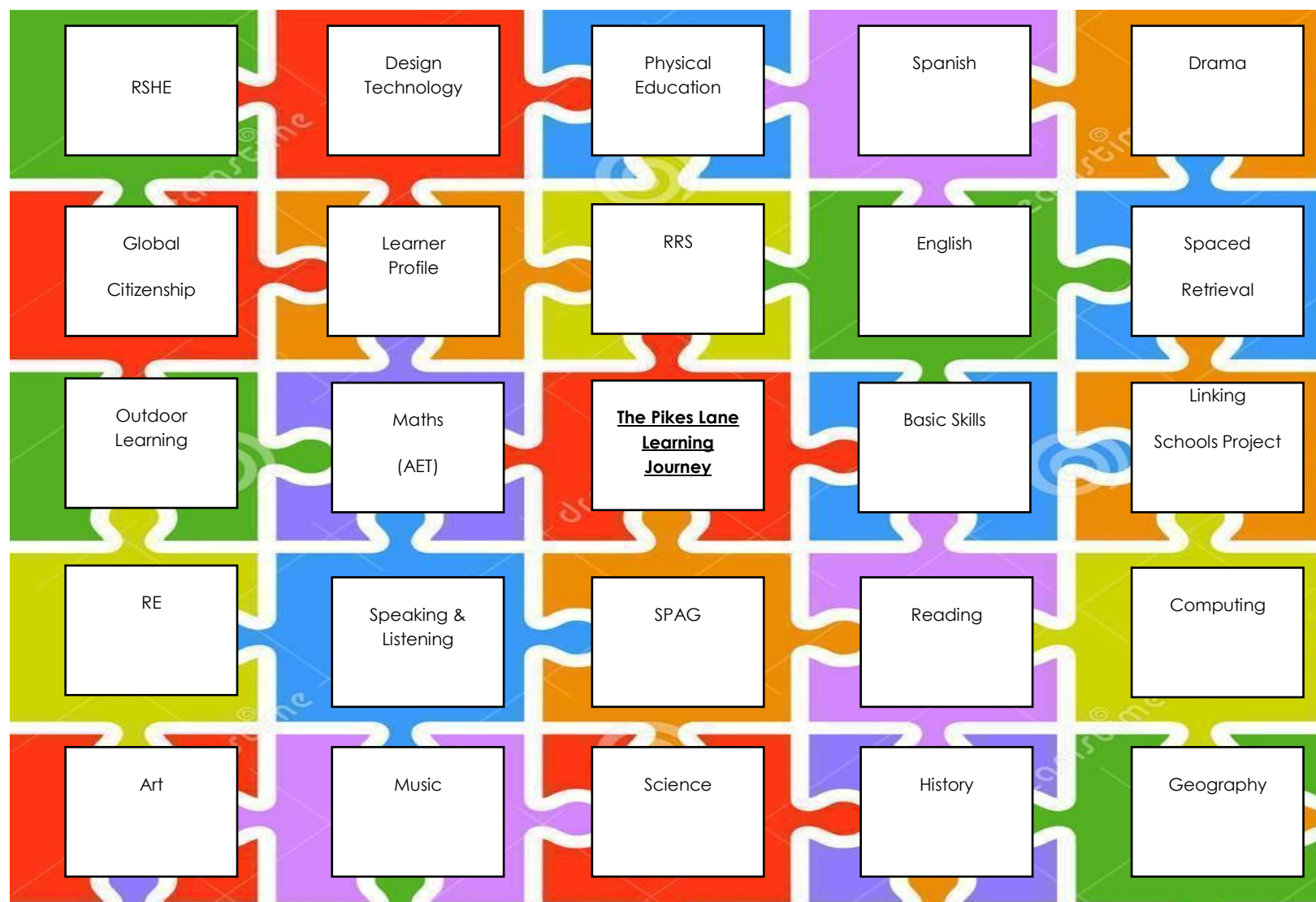
Using our TIME WISELY....

We will get support in catching up on learning that we have missed. We will challenge ourselves to use our time wisely to catch up and acquire new skills and knowledge this year.

Pikes Lane EYFS Learning journey







PIKES LANE LEARNER PROFILE



Risk Taker:

I am brave and courageous. I explore new roles, ideas and strategies. I never give up and I welcome new challenges.

Collaborative Enquirer:

I am curious. I ask questions. I love to learn.
I can learn with others and independently.

Effective Communicator:

I can share and receive ideas and information in a sensitive and respectful way.

Reflective Thinker:

I apply my thinking skills critically to make good decisions and solve hard problems. I think about my own learning and my strengths and weaknesses in a constructive manner.

Growth Mindset at Pikes Lane

Here at Pikes Lane, we aim to foster a growth mindset in our pupils. We understand the importance of our pupils believing that skills and abilities can be developed through dedication and hard work. Developing a growth mindset in our pupils will help them to embrace challenge, build up resilience to feedback and see effort as the path to mastery.

At Pikes Lane, we want our pupils to understand that talent alone does not lead to success; effort and hard work does. We never give up, we can learn from mistakes and we know that we can get better at ANYTHING if we try our hardest, even when things get tough.

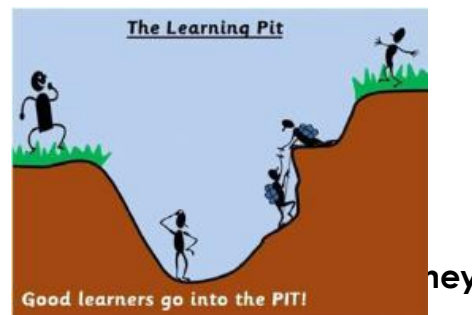
In order to foster a growth mindset we have taken a number of steps:

Action Research Team: a group of staff has worked on an education action research project to investigate ways in which developing growth mindset can impact upon pupil progress and attainment. Strategies and findings were shared with all staff as part of Joint Practice Development (JPD)

Class displays: We have linked growth mindset to our Learner Profile and metacognition display. Within each skill the vocabulary associated with growth mindsets has been displayed it serves as a constant reminder to children and staff.

Classroom strategies:

- The Learning Pit is used across school in all classes as a visual aid for learners.
- The Ready, Steady, Go (self regulation) method is used in classes to help children identify when they can move on to a trickier task.



Our updated 'Life Skills' Passports

At pikes lane we identify our key priorities for each of the strategic pillars.

Strategic Leadership Ms Lindon and Governors	Leading Knowledge and Skills Mr Tazzyman and Miss Witham	Leading Learning Experiences Mrs Cousen/Ms Lindon and Miss Jolly	Leading Foundations of Learning Miss Wiggans and Miss Hilton	Leading Support for Learning Mrs Long and Miss Hicks/Miss McAfee
Ongoing Focus: Continue developing Growth Mindset skills Know our targets from our basic skills passports Know what process we use in our learning using 'metacognition' Use our Golden Threads across our learning; indoor and out	Priority 1: Whole School Leadership.... Adults leading our school are working with other schools and leaders across the country to help us to be our best. Our staff team learns from one another in school and across schools so our learning is based on ideas and research that works in the classroom. At Pikes Lane, we are all learners! STRATEGIC LEADERSHIP			
	Priority 2: Using our subject skills... Adults within our school will ensure that learning transfers into our long term memory - making learning stick. Teachers share clear learning intentions for us that provide purposeful challenge and clear progression throughout each year group. Subject leaders help us understand what effective learners do in a range of subjects. LEADING KNOWLEDGE AND SKILLS			
	Priority 3: Using our knowledge... We will make links across learning experiences, sharing what we know with others. We will answer our big questions, use our golden threads, and apply our prior knowledge. We will be able to showcase our learning end points, which staff will use to show our progress. LEADING LEARNING EXPERIENCES			
	Priority 4: Using our basic skills... Adults working with us plan opportunities to develop our skills in reading, writing, phonics, speaking and listening and maths. We will be very clear on our starting points and will take time to reflect on our progress and how we are learning. Teachers who lead subjects are clear on our starting points and look for opportunities to enrich our learning so we can see links to different subjects. LEADING FOUNDATIONS OF LEARNING			

Regulate our attitude to learning using Zones of Regulation	Priority 5: Using our Growth Mindset and Learner Profile... We will use our 'CAN DO' attitude to be the best that we can be. We will get support from our expert staff to catch up with the learning we have missed. Adults working with us will ensure that we are provided with the learning experiences that we need in order to reach our full potential. LEADING SUPPORT FOR LEARNING
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Pedagogy

We are mindful of how children learn best and ensure that we are structuring activities in lessons to support maximum retention for learning.

CHILDREN LEARNING

We believe that effective, purposeful learning will take place when children are:

- Feeling safe, secure and confident;
- Engaged in problem solving, investigational activities;
- Involved in creative learning activities;
- Showing interest and enthusiasm;
- Focussed and concentrating on the task in hand;
- Able to work independently using the knowledge and skills relative to their ability;
- Taking responsibility for some aspects of their own learning;
- Taking the opportunity to consolidate;
- Showing initiative, to apply concepts and skills already learnt in new situations e.g. problem solving and investigational work;
- Responding positively to success and showing pride in their achievements;
- Valuing each others contributions, listening to each others opinions;
- Interacting positively with adults and peers;
- Asking questions to develop their knowledge skills and understanding;
- Given the opportunity to reflect on their learning.
- The language of what types of learners pupils are will be used to fit with the lesson being taught e.g. we would be learning as a historian in history. We would hear this language in lessons throughout the curriculum.
- There will be a clear progression in sources of evidence throughout year groups that pupils use to deduce and infer information.

EFFECTIVE TEACHING

We believe effective teaching takes place when:

- All staff have clear teaching aims and learning goals linked to an understanding of how children learn;
- All staff plan identifying clear learning tasks and objectives linked to the school schemes of work;
- Teachers differentiate the learning tasks to the children's needs and provide appropriate challenges;
- All staff recognise that assessment in all its forms is fundamental to all teaching and learning;
- Teachers use information from assessment to influence planning, to contribute to report writing and to build up detailed pictures of each individual's learning developments;
- Feedback happens throughout the lesson and ideally at the point of learning - see feedback policy. All staff use a variety of teaching methods, strategies and styles to suit the subject content and whole class/group/pairs/ or individual's needs (see Teachers' Toolkit)
- Teachers endeavour to manage time, resources, space, pupil groupings, classroom support effectively to develop the learning of knowledge, skills and understanding;
- All staff provide opportunities for self-reflection, evaluation and self-expression; they endeavour to provide positive and constructive feedback;
- All staff encourage high expectations with regard to behaviour, quality of presentation of work and personal effort;
- All staff give clear explanations so that pupils should know what is expected of them and why;
- Teachers work in partnership with parents/ carers and consult with them on their child's development and progress;

TEACHERS' TOOLKIT

At Pikes Lane we have identified certain lesson ingredients which will be selected for sessions where they are fit for purpose. These will not be used as a ticklist, but form the repertoire of teaching excellence at Pikes Lane. For information on any of these strategies in more detail, speak to our Lead Practitioner.

TASC wheel - TASC stands for 'Thinking Actively in a Social Context'. This is an approach which can be used when planning, to create experiences that will challenge and engage students. There are many lessons, which benefit from the use of TASC.

Collaborative Learning Structures

Choosing a cooperative learning structure over traditional methods creates a dramatic positive difference in English language learning. We now know that there are many styles of learning and multiple intelligences. What works for some, may not work well for everyone. Therefore, we need a variety of strategies to reach and teach our students with different learning styles and intelligences. If we always use teacher talk and independent exercises, we may inadvertently create barriers to English learning for many students. If, instead, we use a variety of



structures as we teach, we engage the different learning styles and students' multiple intelligences. The variety creates greater novelty, increases motivation, and maintains attention. Kagan Structures also create greater engagement, lower anxiety, and promote natural language acquisition.

Bloom's Taxonomy

- **Knowledge** "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting."
- **Comprehension** "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."
- **Application** refers to the "use of abstractions in particular and concrete situations."
- **Analysis** represents the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit."
- **Synthesis** involves the "putting together of elements and parts so as to form a whole."
- **Evaluation** engenders "judgments about the value of material and methods for given purposes."

Structures at a Glance

[Stand Up, Hand Up, Pair Up](#)

[Mix Pair Share](#)

[Rally Robin](#)

[Rally Table](#)

[Rally Coach](#)

[Simultaneous Rally Table](#)

[Quiz-Quiz-Trade](#)

[Timed Pair Share](#)

[Single Round Robin](#)

[Continuous Round Robin](#)

[All Write Round Robin](#)

[Timed Round Robin](#)

[Stand-N-Share](#)

[Fan-N-Pick](#)

[Numbered Heads Together](#)

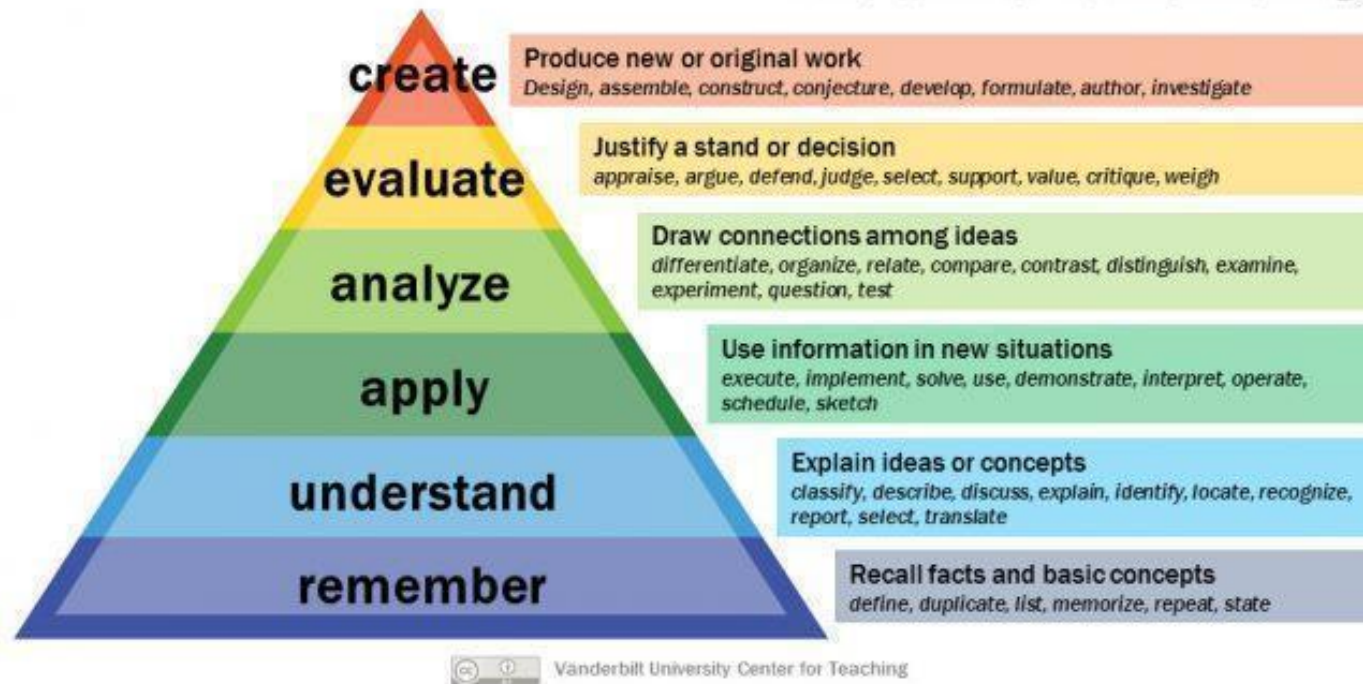
[Single Round Table](#)

[Continuous Round Table](#)

[Simultaneous Round Table](#)

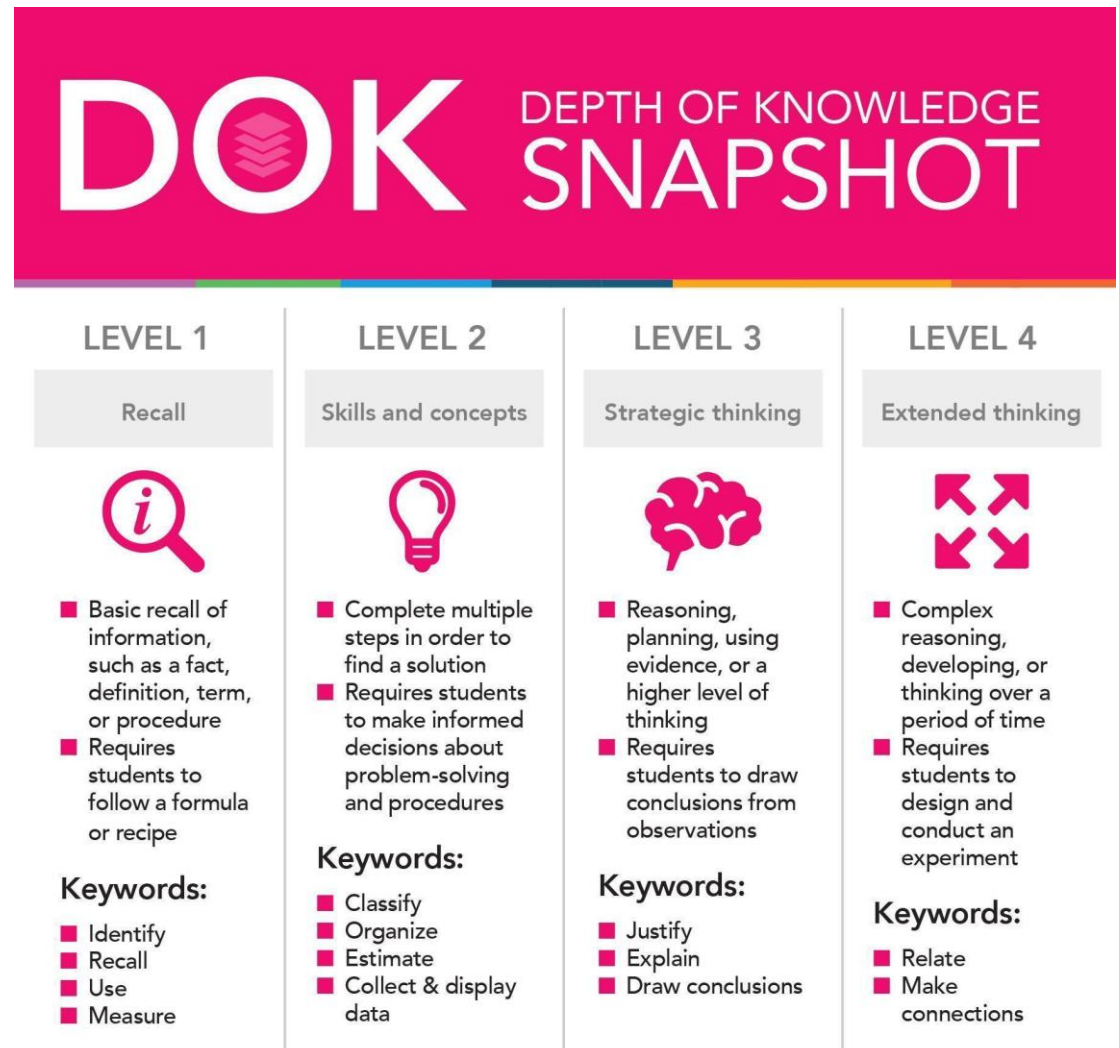


Bloom's Taxonomy



DOK learning approaches

Depth of Knowledge—also referred to as DOK—refers to the **depth** of understanding required to answer or explain an assessment-related item or a classroom activity.



Kagan Structures

Pupils are seated in Kagan structures from years 2-6. This works with a coaching model to ensure collaborative learning and pupils coaching and supporting each other. This in turn supports progress and oracy within groups of pupils. Tables will be arranged into groups of 4 where pupils will have a number from 1-4. within this, number 1 would be the higher ability pupil and 4 being the lower

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ability pupil. Pupils will work in pairs or as a group. This adopts the Kagan principles.

THE TEACHING AND LEARNING ENVIRONMENT

We believe that teaching and learning is effective when the environment is organised in a way that facilitates both learning and teaching in a positive, stimulating and attractive manner.

- Everyone should take pride in Pikes Lane School and should take responsibility for maintaining and enhancing its aesthetic appearance;
- Resources should be appropriate, well maintained. Labelled and organised in such a way that enables them to be put to full use;
- The children should care for the equipment and resources within the school and their rooms and areas of the school in particular;
- The classrooms and adjoining areas should reflect the breadth and areas of the National Curriculum and topic work in a way that enhances the children's learning;
- Children's work should be valued and displayed attractively and attention should be drawn to displays to stimulate further work in progress and to celebrate completed efforts;
- Classroom displays should also be functional and the role of the working wall to examine process will be distinct from showcase pieces of work;
- Classrooms should be organised to enable the children to use and follow clearly defined procedures and routines;
- The layout of the classroom furniture is varied to meet the requirements of the subject matter or the particular learning needs of the class or of the individuals within it.
- Subject Leader boards are evident in communal areas.
- Vocabulary bubbles and key vocabulary is present within the classroom and learning environment.
- Opportunities for oracy within wider learning e.g. Socratic seminars.

Reading within the curriculum

At Pikes Lane, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. With the use of carefully chosen texts and poems we aim to support our children's developing knowledge and understanding of the world around them and expose them to a wide range of cultures, both past and present.

At Pikes Lane, we believe that a quality curriculum should develop children's love of reading, writing and discussion. We want pupils to be heard both orally and through written word. We aim to provide inspiring texts of rich and varied genres. Texts are chosen for subjects so that they remain accessible yet appropriately challenging for each year group. Suggested texts are evident on the curriculum maps as a guide to support teachers. Subject specific texts are used in guided reading to help with pupils' prior knowledge and unpicking of vocabulary to reduce cognitive overload when specific subject matter is being taught. Staff will model active reading strategies using the reading symbols that are displayed in the classroom and are referred to by staff to reinforce the reading skills used across the curriculum.

Sharing of Practice (JPD)

At Pikes Lane, we provide opportunities for staff to share practice through Joint Practice Development (JPD). Our JPD formation has been based upon the 'Theories of Action' paper that has been proven to enhance and improve teacher practice with a collaborative and supportive approach.

Quads are organised each academic year.#

The foci are based on the theories of action rubrics. Below details this academic year's focus. Assessment within pedagogy.

Autumn 'Challenging tasks' rubric from Curiosity and Building learning Power Rubric

Spring - subject specialism delivery; substantive and disciplinary knowledge - getting pupils to know and remember more - take one strand for Quad to assess progress across school

Summer - Theories of Action rubric - live marking and feedback

JPD QUADS - (this will change according to staffing.)

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Nichola Wiggans Jessica Williams Hannah Martin Rebecca Worrall	Lisa Usher Abi Jolly Sabrina Bergau Katie Hilton	Sue Long Keeley Hunter Chloe Grey Alex Bradley
Seb Tazzyman Olivia McDermott Chloe McAfee Jenna Hickman	Laura Witham Hannah Cafferky Gareth Hignins Iqraa Ahmed	Louise Jones Wendy Wilson Sarifa Jamal Ashleigh Clyne

Whilst the termly focus may be related to subject content, there are also opportunities to explore pedagogical techniques across the focus lesson study. These are shared with staff at staff meetings.

Through the Spring half term the above groups have been allocated to ensure a mix of different year groups and expertise for staff to watch, compare and describe.

Following a lesson observation the description will be written up onto blue sky. After each observation staff will meet (currently over zoom) to discuss what they say relating to the focus.

The JPD focus will alter on a half termly basis, the focus will be subject to requirement. This will be decided based upon need and where skills require development.

In line with our coaching model we model effective practice in all subject areas. Each subject lead will have a team teach session with each year group to model effective practice and model approaches in line with their policy.

Team policy [Leading Skills and Knowledge \(padlet.com\)](#)

Theories of action

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Basing our pedagogy on research we have adopted the approach from the curiosity and powerful learning research paper and created our own school theories of action. This can be found here: [Theories of Action Pikes Lane Primary School.docx - Google Docs](#)

This outlines the practice that we apply and gives details of how to do it effectively. These will be used and applied consistently throughout school to ensure ambition and quality provision for our pupils.

Impact

Pupils will leave Pikes Lane Primary School with a secure understanding of the curriculum content in all areas as well as being risk takers, effective communicators, reflective thinkers and collaborative enquirers. Pupils will also participate in a varied diet of learning experiences in and out of school which will enable them to become socially, morally spiritually and culturally responsible. Pupils have a high awareness and understanding of our “Golden threads” and use these to become more globally aware. They are able to make intrinsic links between different threads and how these apply to the learning process and to what they are learning. Pikes Lane will encourage all pupils to have a growth mindset, a resilient approach to their learning and to be able to effectively self regulate.

We will see the impact of the curriculum through outcomes for pupils in terms of their attainment and progress through the key knowledge and skills. These will be recorded on Otrack against the NC objectives and any gaps and WTS/GDS pupils will be recorded using the curriculum map assessment tool to ensure that missed learning or areas not understood are included in pupils learning. Exemplifications for foundation subject assessment will be available on Earwig and these will have been quality assured, this will ensure consistent assessment.

The pedagogy used will facilitate the effective teaching of the NC. This will include the use of spaced retrieval, metacognitive strategies, the tasc wheel, Blooms taxonomy, DOKs learning approaches, Kagan structures and JPD. This will be seen within each classroom setting and will be used where appropriate.

