

Curriculum & Teaching

Areas of Strength	Focus Areas for Development
<p>Reading</p> <ul style="list-style-type: none"> Phonics using Read Write Inc is taught rigorously from Reception until children have completed the programme in Year 1 or 2. Half-termly assessments track progress and allow for regular movement of groups to ensure children are always being challenged and enabled to move on. The lowest 20% receive high quality 1:1 tutoring daily to support them to make accelerated progress. (<i>Evaluated School Priorities, RWI action plans</i>) Phonics is complemented with high quality texts in story times and by using a text-based approach to writing throughout the school, where children are exposed to a range of high quality, usually topic-linked texts. (<i>curriculum map, planning, monitoring</i>) When children complete the phonics programme they move on to whole class reading. This builds fluency, stamina and comprehension skills with all children reading the same book together, supported by partners and the class teacher. (<i>flipcharts, pupil books</i>) Children who progress slower continue on the phonics, with adaptations being made in KS2 as well as additional intervention where necessary. (<i>intervention provision maps</i>) A love of reading is promoted in the school through whole class reading, timetabled story times in every year group, 'reading challenge' book sets in each KS2 year group, targeted book clubs in KS2 and celebrations of 'Word Millionaires' from the Accelerated Reader programme. (<i>timetables, displays, assemblies</i>) Ofsted June 2022: <i>'Children in the early years get off to a flying start in learning to read. Staff are well trained to teach phonics and do so with precision. Pupils read books matched to the sounds they know. Teachers quickly provide extra phonics sessions for those who need to catch up. This includes pupils who join the school part way through their primary education. As a result, pupils gain confidence and read with fluency and expression.'</i> <p>Maths</p> <ul style="list-style-type: none"> The school follows the White Rose Schemes of Learning, supported by high quality CPD, additional resources and close monitoring. This has created a consistent approach to number and calculation from Early Years onwards. Securing number sense and calculation fluency are part of daily practice, in lessons and through automated learning. (<i>calculation policy, flipcharts, pupil books</i>) Observations and monitoring show teachers make good use of blocking topics, creating opportunities for consolidation of key procedural knowledge and allowing for carefully 	<ul style="list-style-type: none"> Continue to refine and improve the approach to writing in Early Years and Key Stage 1, implementing carefully a new handwriting scheme created by Read, Write Inc. Ensure key foundations of Y1-6 Science curriculum are explicitly planned for in the Early Years Prioritise end of unit assessments in Science with appropriate follow-up by teachers based on pupils' levels of knowledge, eg. through adaptation of 'flashback 4' retrieval tasks in subsequent units Ensure handwriting is taught explicitly and consistently across all year groups in Key Stage 2 Through regular coaching support from experienced teachers, develop less experienced teachers' understanding and use of principles in 'Jubilee Pedagogy' document Continue to develop 'checking for understanding' processes across the school to ensure meaningful and timely adaptations to teaching where needed Develop more systematic assessment of English proficiency for EAL learners to ensure the right support is in place

sequenced progression and well-planned extension challenges to support children to achieve mastery.

- Outcomes at the end of each key stage demonstrate strong progress and achievement at the end of KS2 is significantly above national averages. (*monitoring, assessment data*)

Curriculum delivery

- **Ofsted June 2022:** *‘Teachers have the expertise to present knowledge clearly. They check what pupils know and remember. They use assessment information to identify any knowledge gaps or misconceptions. Teachers give useful feedback to pupils and adapt their teaching to address gaps and misconceptions. They also build in regular opportunities for revision. This supports pupils to retain key knowledge in their long-term memories.’*
- A uniform set of learning conditions and routines are introduced and embedded in every year group at the start of the year. This ensures excellent behaviour for learning from pupils, efficient systems in each classroom and alignment across the school. (*Jubilee Way, Jubilee Pedagogy & monitoring*)
- The general pedagogical approach is of clear direct instruction. Teaching observations show that throughout the school, staff provide concise modelling against success criteria. A consistent approach supports children to become more independent learners. Children in reception are introduced to these principles gradually. (*T&L policy, Jubilee Pedagogy monitoring*)
- Monitoring of teaching and learning shows teachers consistently have high expectations for all pupils including those with SEND, who are included in classroom learning the majority of the time. Learning is made accessible through differentiated teaching and resources where required. (*pupil progress meetings, PM, monitoring*)
- There are consistent high expectations for pupils, with the majority of children are expected to complete the work set for the whole class, with challenge provided through well-planned extension tasks across the curriculum; ‘Red Hot challenges’ and ‘Super Red Hot Challenges’. (*pupil books, flipcharts*)
- Oracy has been developed systematically across the school; children in EYFS and KS1 use ‘Talk for Writing’; partner talk is conducted according to consistent principles and with sentence stems to scaffold; this ensures all children are able to take part in structured conversations. (*CPD records, flipcharts, monitoring*)
- Vocabulary is taught explicitly using the principles of the Word Aware programme at the start of lessons and revisited throughout the day and week. In English lessons children rehearse vocabulary and sentence types orally before writing and opportunities for performing finished work are built into lessons. (*lesson flipcharts, displays*)
- A number of automated learning systems are used in the school to support fluency in core subjects, allowing personalised learning, instant feedback and boosting motivation and time efficiency (*timetables, certificates*)

- These programmes are also effective tools for completing homework (*homework protocols, online records*)
- The school is working towards retaining its Artsmark Gold in recognition of the creative offer at the school, delivered through specialist music and art programmes and facilities, as well as performing opportunities through LAMDA and Disney Musicals in Schools and peripatetic instrumental lessons. (*Artsmark feedback*)
- In addition to a carefully planned and sequenced curriculum, children are taught P.E. by an experienced specialist teacher, and all available facilities are exploited: the indoor hall, 'multi-use games area' (MUGA) outside, and local park for cross country and orienteering. Children in Year 1 also learn tennis weekly, and Year 3 and Year 5 complete a course in swimming. In addition children in Year 6 go sailing on a local reservoir. Pupils also have the opportunity to take part in borough-wide competitions in orienteering, cycling, football, cross country, and 'Personal Bests'. In summer term there is a 'Sports Week', where all KS2 pupils have the opportunity to try a new sport, with options ranging from BMX biking to ten-pin bowling. (*Sports Premium report, newsletter*)
- Pupils with additional needs who are not able to access the year group's curriculum have learning adapted carefully. Some younger pupils attend 'nurture groups' where in addition to differentiated curriculum work they receive additional speech, language and communication support as well as activities to develop social skills, self-regulation and independence. (*curriculum planning, SSP reviews*)
- A wide range of evidence-based, targeted intervention is put in place to support pupils who require additional teaching or practice in key areas. Provision is implemented using the 'assess-plan-do-review' cycle and timetabling is planned carefully to mitigate the impact on other curriculum areas (*intervention timetable, SSP reviews*)
- The school has a detailed strategy for supporting disadvantaged pupils, with a focused approach by cohort which ensures targeted pupils receive more of the high-quality provision which can benefit all pupils, for example live feedback. Data shows attainment gaps are narrowed as pupils move through the school. PPG pupils at Jubilee outperform all pupils nationally in RWM combined at EXS. (*PPG strategy*)
- Professional Development Meetings are carefully planned for staff to improve their teaching. Sessions are aligned with the 'Jubilee Pedagogy' principles and linked to school priorities where appropriate. In the last year, there has been a focus on writing, including modelling of writing, live feedback, spelling and handwriting. This has resulted in an effective and consistent approach to classroom teaching. (*CPD resources, monitoring*)