



CASTLEFIELD SCHOOL

CURRICULUM, TEACHING AND LEARNING POLICY

Signed (HT):	Date agreed: Term 3 2024
Signed (Chair of GB):	Review date: Term 3 2027

Ethos and building blocks of our curriculum



Learning for Life

Our curriculum will...

- Develop resilient, confident and independent learners
- Develop self-aware, reflective learners (Metacognition)
- Develop pupils who will respect themselves, others and the world around them
- Teach pupils how to be safe
- Inspire ambition

Experience and Enrichment

Our School will...

- Place experience at the heart of children's learning
- Provide opportunities for pupils to experience what they may not normally
- Ensure opportunities are available to develop pupils' interests, skills and talents

'No Excuses'

For every child, we strive to...

- Diminish the differences and overcome barriers which may prevent pupils from reaching their full potential
- Allow for what the individual needs and acknowledge that this may vary as every child is unique
- Have high expectations
- Ensure pupils are socially, emotionally and academically ready for their next steps
- Ensure provision enables the rapid acquisition and development of key skills in core subjects

1. Curriculum Rationale

The school has a clear vision (Building Blocks) which underpins the curriculum offer and ethos. All staff buy in to this and work towards our shared aims and high aspirations. The curriculum has been purposefully redesigned to build on pupils' knowledge and experiences whilst considering our pupils' wider needs, ensuring they are ready for life outside of Castlefield.

Each subject has been meticulously sequenced establishing common themes and threads, whilst building on knowledge and skills over time. Knowledge organisers support knowledge retention and skill development across each subject, with the exception of PE and PSHE and are used throughout each unit of learning. A whole school approach to explicitly teaching vocabulary and developing oracy, enables pupils to develop their vocabulary and spoken language. 'Never heard the word' is used across the school to teach and embed new vocabulary.

Each year group plans the curriculum around a theme for each term or half term. This encompasses trips and experiences, the use of high-quality texts and supports the embedding of knowledge, whilst maintaining high levels of engagement from pupils.

Learning for Life and Metacognition encompasses broader learning and opportunities that extend beyond the National Curriculum developing areas that are typically not prioritised in socially deprived areas.

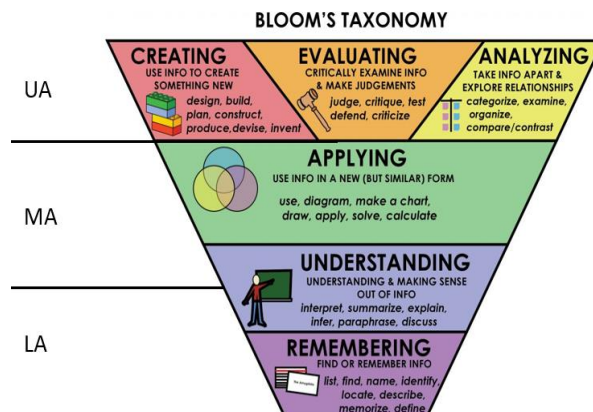
2. Teaching and Learning

2.1 Planning

Short and medium term planning is completed in collaborative year group teams. All planning is derived from long term whole school plans and under the direction of subject leaders and the Senior Leadership Team. A consistent approach to planning and resourcing across the school ensures the delivery of quality first teaching. Year leaders support their teams, utilising the strengths of different individuals and providing support where needed. Collaborative year group moderation is part of the weekly planning session.

2.2 Differentiation

We have high expectations of all pupils, diminishing differences and overcoming barriers which may prevent pupils from reaching their full potential. All lessons are appropriately differentiated and this is detailed in short term planning. Differentiation strategies include questioning, variation of resources, tasks, use of adults and using Blooms Taxonomy. SEND pupils are appropriately supported, with further guidance from external agencies as needed.



3. Core Subjects

We recognise and promote the importance of the core subjects and developing the pupils' expertise in Reading, Writing and Maths. Core subjects are taught daily and embedded throughout the wider curriculum, whilst maintaining a broad and balanced curriculum.

3.1 English

Our English curriculum is divided into two areas: reading and writing. The intent of our reading curriculum is to develop the skills needed to read fluently and with good understanding. The intent of our writing curriculum is to provide children with opportunities to write regularly and for a variety of purposes.

Phonics and Reading

Daily Phonics lessons are taught following the Read Write Inc scheme in Reception and Key Stage One. Pupils are assessed every half term, taught by stage not age and are taught in small groups. Each lesson starts with a ten minute Speed Sounds session where the pupils are taught to recognise graphemes and blend them to read. The rest of the lesson focuses on reading books that match their phonological knowledge. Additional one to one teaching is used to accelerate learning for those who need it. Phonics lessons are started in Nursery in the summer term and continue into Key Stage Two until the pupils are reading fluently.

Opportunities for reading are built across the curriculum to ensure that children are confident to discuss their understanding and are exposed to a wide range of vocabulary. Reading for pleasure is promoted throughout the school through: **reading recommendation assemblies, reading newsletters, poetry assemblies, class libraries (children are allowed to take one of these books home in addition to a levelled book), story time for all year groups and reading sheds.** The children are exposed to a wide variety of texts in each year group with opportunities to read fiction, non-fiction, poetry, stories from other cultures and traditional and twisted tales.

In Early Years, high quality texts are used to support Literacy and Understanding the world. Stories and non-fiction texts are available across the provision, including cookbooks in the home corner and construction books in the construction areas. 'Favourite five' is used to support daily storytime, five key stories are chosen each half term and embed key language and story structure. 'Story S' is used weekly to support retelling key stories and oracy.

Children read on a daily basis in Key Stage One, during their Phonics lessons and Whole Class Reading sessions. The phonics lessons develop decoding and fluency skills while the class reading sessions focus on comprehension. High quality texts are chosen that link to the topic for the half term. These texts are used in both Reading and Writing lessons. This enables pupils to re-read the texts to develop fluency and help support their understanding. New vocabulary is explicitly taught at the beginning of each new text and is reviewed throughout the lessons. Non-fiction texts are used to teach the general knowledge required for the texts used.

Once children have finished the RWI phonics programme they will move on to Master Readers lessons. Through these lessons children will study an age appropriate text each half term and study a chapter in depth each week. At least one half term each year will be spent studying a non-fiction text. Each day of the week the children are practising a variety of skills.

On a Monday, children are introduced to the chapter they will be studying this week. They are taught 6 key target words that they are encouraged to use throughout the week. Before the chapter is read children summarise what has already

happened and after the chapter has been read they are asked to predict what might happen next based on what they have read.

Tuesday is a book club lesson where the children work on one of four key skills: clarifying, summarising, predicting and questioning. As they progress through the school the children learn in depth about these skills and work in groups to discuss their ideas and thoughts having each worked on a different skill.

Wednesday and Thursday provide the children with the opportunity to practise their comprehension skills. Years 2- 4 will have 3 questions to answer each day and years 5-6 will have 5. There are 5 question types: retrieve, infer, vocabulary, prediction and author's choice. On a Wednesday the children get to see the teacher model the answer and thinking, before they write their answers. On a Thursday the children have a chance to discuss their answer first then they write it and then the teacher models. This gives the teacher the opportunity to assess the children's knowledge.

Based on this assessment the teacher will come up with a next step for their class to complete on a Friday.

Further opportunities to read are purposefully planned into other curriculum areas throughout the day, ensuring children have the greatest opportunity to practise, understand and use their decoding/reading skills.

Writing

Writing is taught through 'Get Writing' in EYFS and part of Key Stage 1 and 'Talk for Writing' begins when children have completed the Read, Write Inc Phonics programme, usually during Year 2. Children are introduced to age appropriate texts, which they learn and recite.

Talk for Writing follows a three-stage approach:

- Imitation
- Innovation
- Independent application

The imitation stage begins with a 'Cold Task' which allows the teacher to assess and plan for the whole unit cycle. Teachers then introduce the modelled text and children learn this off by heart, following a 'story map' and using actions. The children then explore the vocabulary, sentence structures and punctuation. They discuss the genre and identify the features which are used to make a 'Tool Kit'. The 'Tool Kit' supports the children with using relevant components for the writing of their own versions.

The innovation stage is where the children 'box-up' the modelled text, learning the underlying patterns and structure. They then make it their own by altering, changing and adapting the text. The alterations will progress from year group to year group and can include changing: setting, characters, problem, resolution, creating a prequel or a sequel or adding flashbacks. The teacher supports this process through discussion and modelling of writing. The writing is broken-down into daily stages following the 'box-up' plan and feedback is given through the use of highlighter marking.

In the final stage, children apply the skills that they have been taught into their own independently written version. The ideas are planned using the 'box-up' approach and children write following their plans. The teacher monitors and provides timely feedback, when necessary. However, this is an independent application and is known as a 'Hot Write' where children showcase their writing skills and it forms part of the writing assessment process. Punctuation, grammar and vocabulary are taught and modelled during the writing process and lesson starters. Spelling is taught daily, following the Spelling Shed scheme. Handwriting is practised daily and a discreet handwriting lesson is taught on a weekly basis using the Pen Pals handwriting scheme. Handwriting reminders and expectations are modelled during the writing process.

In Early Years, developing fine motor skills is vital to support early writing. Opportunities for mark marking are available across the provision, in many different contexts, Writing and letter formation are modelled regularly by practitioners.

Pupils develop their tripod grip and work towards forming letters correctly, writing simple phrases and sentences independently.

Marking and Feedback

Regular opportunities for self-assessment and peer assessment are provided. **Formal feedback is given verbally and through the use of highlighter marking (green for good and orange to fix). Children are given verbal and written next steps, when appropriate, to move their writing on.** A simple marking code helps pupils to identify mistakes and they are given opportunities to edit and improve their work as part of the teaching sequence. Pupils use purple pens to make corrections and respond to written feedback. **In reading children will self assess against a success criteria every lesson. Feedback is given based on the responses to Thursday's questions through a whole class next step.**

Assessment

High quality assessment for learning within English lessons is a vital part of our assessment and informs future planning. Teachers use Target Tracker and update progress and attainment each half term. Assessment data is analysed to track progress and identify gaps in learning.

Reading is assessed formally at the end of each term using **NFER, NRG**T or previous SATs papers in Years Two and Six. Statutory Reading and non-statutory SPAG assessments take place at the end of Key Stage One and Two.

'Cold Writes' are used to assess and inform planning for a writing unit. The 'Hot Write' and 'Short Burst Writing' are used to update Target Tracker to show progress and attainment. Writing is assessed using a set of non-negotiables for each year group, with the relevant Teacher Assessment Framework being used at the end of Key Stage One and Two. Opportunities for internal and external writing moderation take place throughout the year.

Home learning

In Early Years and Key Stage One, pupils take two reading books home, the first is matched accurately to their phonic knowledge, the second is for their enjoyment.

In Key Stage Two, pupils take home a book that is matched to their reading level **as well as a book from the class library for enjoyment.** Pupils also complete daily spelling homework, providing them with opportunities to learn and use common exception words in different contexts.

3.2 Maths

Our Maths curriculum delivers a high-quality maths education with a Mastery approach which allows for pupils to become fluent in the fundamentals of mathematics, reason mathematically and solve problems whilst enabling understanding of how maths relates to the world around them. Mathematical skills are embedded using a 'Mastery sequence' across the school. An emphasis on teaching concept using concrete resources and making connections ensures pupils know, understand and remember more.

Maths Teaching Sequence and Lessons

Maths lessons throughout the school follow a clear and comprehensive scheme of work based on and adapted from Power Maths and White Rose Maths, in line with the National Curriculum. Power Maths provides continuity of representations and clarity of sequence for staff and pupils, whilst White Rose Maths provides opportunities for further challenge and depth. 'I See Reasoning' and STOPS problem solving are used to develop reasoning and problem solving. STOPS problem solving ensures pupils are taught explicit problem-solving skills before applying them in different contexts.

In Early Years, Maths is taught each day with ample opportunities to embed key skills and language as part of continuous and enhanced provision. This includes singing songs and embedding the use of key representations, ready for Key Stage One.

In Key Stages One and Two, Maths is taught every day following the school's Mastery Sequence. Each lesson begins with an oral mental starter to recap or pre-teach. Resources from Power Maths are utilised to exemplify real life examples in context, and 'I do, we do, you do' for the main teaching. The Mastery sequence we use consists of concrete pictorial abstract, fluency, variation, reasoning and problem solving. All pupils access some aspects reasoning and problem solving, whilst most able pupils are challenged with further reasoning and problem solving.

Marking and Feedback

Feedback in Maths lessons addresses misconceptions, encourages making links and challenges pupils to deepen their thinking. Work in books is marked against the learning objective and pupil and peer marking is encouraged. Pupils use purple pens to make corrections and respond to written feedback.

Assessment

High quality assessment for learning within Maths lessons is a vital part our assessment and informs future planning. Teachers use Target Tracker and update progress and attainment each half term. Assessment data is analysed and actioned by Maths subject leaders and year leaders. Internal moderation and benchmarking are part of the regular monitoring cycle. Statutory assessments take place at the end of Key Stage One and Two as well as the Times Tables Check in Year 4.

Home learning

Pupils complete a daily maths challenge at home each day that embeds their learning from maths lessons. All Reception and Key Stage One pupils have their own logins to access Numbots at home. Pupils in Key Stage Two access TT rockstars from home to improve their mental calculation strategies.

4. Wider Curriculum

The wider curriculum is underpinned by and embeds the school's Ethos and Building Blocks. Each foundation subject has key themes and specified units of work for each year group within them. For each unit of work a knowledge organiser is shared and referred to, alongside vocabulary from 'Never heard the word', our whole school approach to teaching vocabulary.

Each unit of work is structured around a set of key questions. Key questions repeat across subject themes but in different contexts, providing consistency across units. This supports pupils in making links and improving knowledge retention. Within a unit, there are planned opportunities for knowledge retention including quizzes and short games. Experiences and enrichment are planned for, ensuring pupils can relate first-hand experience to the knowledge being taught. Where relevant these experiences may be part of local, national or global events. Every lesson has an element of reading and an element of oracy, to embed key skills.

Each subject within the wider curriculum is assessed at the end of each unit. Pupils are assessed as working towards, working at or exceeding the expected standard in relation to a unit specific criteria. Assessment data is passed on, as pupils move through the school.

Aspects of key themes from the National Curriculum have been incorporated into Early Years provision to enable pupils to make links, know and remember more and build on their cumulative knowledge and skills for their future learning.

4.1 Science

Our Science curriculum aims to equip children with the foundations for understanding the world through a scientific lens. This is through an engaging, immersive, well-sequenced curriculum which has working scientifically at its heart. Pupils will encounter individuals who have made significant contributions to the field of science over time, understanding that science has been a quest for knowledge for many years, and will continue to be so in the future. Children become Scientists in their own right, through focussed enquiry-based learning; deep and meaningful discussions; the study of transformational Scientists throughout history and immersion in the Scientific world around us. We strive to inspire our students to develop a passion for the subject which will remain with them for life.

Science lessons throughout the school follow our bespoke curriculum, which has a clear and comprehensive sequence in order to meet the needs of our children. With a focus on transferable knowledge, key scientific vocabulary, making links within and across the curriculum, our pupils develop their knowledge within the three strands of Science – physics, biology and chemistry.

Scientific skills are at the heart of our Science curriculum and are embedded throughout each theme taught. Every lesson has a working scientific focus and the children experience the five different types of enquiry throughout their time here at Castlefield. The disciplinary knowledge is mapped out for every unit and for every year group which ensures skill progression and opportunities to revisit skills. Working scientific wheels and icons are key reminders to the students of the skills and enquiry types we are developing. Pupils are taught explicitly how to use a wide range of scientific equipment accurately and undertake a variety of different investigations.

Throughout our science curriculum, bringing science to life through experiences is a key component in the Early Years, KS1 and 2. Science is taught as part of 'Understanding the World' in the Early Years where hands-on activities such as hatching ducklings and planting seeds secure children's understanding of these scientific concepts. This ethos is continued into Key Stages 1 and 2, where Science is taught every half term; where the children participate in a wide range of practical experiences which bring the subject to life.

4.2 History

History lessons throughout the school follow a clear and comprehensive sequence that emphasises transferable knowledge and making links, in line with the National Curriculum. Our History curriculum aims to inspire our pupils' curiosity to know more about Britain's past, including our local area, and the wider world. History will help them to understand the process of change, the diversity of societies as well as their own identity and the challenges of our times. Our History curriculum equips pupils to ask perceptive questions, think critically and weigh evidence.

The History curriculum embeds the school's Ethos and Building Blocks by developing pupils who respect the world around them, with an emphasis on people and places of historical importance. We provide opportunities to develop pupils' interest by undertaking engaging visits to places of historical importance.

In Early Years, History is taught as part of 'Understanding the World'. In Key Stage 1, pupils focus on significant individuals and local History. In Key Stage 2, pupils study ancient civilisations, aspects of British History and non-European societies that contrast with British History.

4.3 Geography

Our Geography curriculum enables all pupils to learn from and about the world around them. Geography lessons throughout the school follow a clear and comprehensive sequence that emphasises transferable knowledge and making links, in line with the National Curriculum. Geographical skills are embedded throughout each theme through use of maps, atlases and globes. Pupils use compass directions at an age appropriate level and undertake fieldwork. Each year group focuses on locational and place knowledge with an emphasis on human and physical features. Pupils are taught to respect the world around them and consider the impact that humans have on the planet, contributing towards a sustainable future.

In Early Years, Geography is taught as part of 'Understanding the World'. In Key Stages 1 and 2, three units of Geography are taught in each academic year.

4.4 Religious Education

Our R.E. curriculum enables all pupils to learn from and about religion so they can understand the world around them. They will celebrate differences and recognise similarities in values across all religions, promoting tolerance and understanding of others.

R.E. lessons throughout the school follow a clear and comprehensive sequence that emphasises transferable knowledge and making links, in line with the [Bucks SACRE 2022-2027](#).

Recognising and celebrating similarities and differences between faiths underpins the curriculum taught and a particular emphasis is placed on recognising and utilising the vast, diverse cultural capital within the school. Each year group focuses on Christianity and one other world religion, with an emphasis on exploring belief and living. In addition, festivals are taught and celebrated at appropriate times of the year.

Opportunities are provided for pupils to visit places of worship in a variety of different faiths. The R.E. curriculum seeks to enable pupils to learn to respect themselves, others and the world around them. Pupils will understand the importance of respecting each other's beliefs.

In Early Years, R.E. is taught as part of 'Understanding the World'. In Key Stages 1 and 2, three units of R.E. are taught in each academic year.

Parents have a right to withdraw their child from RE, however it is expected that parents make an appointment with the school to discuss their concerns and better understand the learning undertaken and curriculum coverage, before they take this decision.

4.5 Computing

We live in a society that is increasingly dependent on computers and the communication and information opportunities that they provide. Our curriculum teaches the range of skills and concepts (often called digital literacy) needed to succeed in our increasingly digital society. This includes the fundamentals of children keeping themselves safe when using technology, while recognising that they also have a responsibility to be good digital citizens. We deliver our curriculum using the Kapow scheme, in line with the National Curriculum. This introduces the skills that children need progressively and gives children the opportunity to develop and apply this knowledge as they move through the school. In KS1 and KS2, computing is taught as six units over the academic year. Where practical, skills are taught in a real context that allows and encourages children to make links between what they are learning in school and the wider world. Each lesson plan includes clear differentiation for pupils who are below or above the expected level for their age.

In Early Years, pupils are introduced to a range of technology including cameras, VR headsets and smartboards. They explore a variety of programmable toys to complete specific tasks. Pupils are introduced to the Computer Suite and begin logging on to the computers and using simple apps.

4.6 Music

Our Music curriculum promotes a love of music for all. The children understand music through performing it, hearing it, composing and learning of its history. Opportunities to hear live music and to learn to play an instrument are offered. Music is taught using a clear and comprehensive scheme of work (Kapow), that emphasises transferable knowledge and makes links in line with the National Curriculum. Music lessons throughout the school are taught through themes of listening, appraising and responding, composing and performing, as well as the history of music (in Key Stage 2). Our Music provision promotes a love of playing an instrument as a form of expression and pupils have the opportunity to play a range of instruments over time. Opportunities for singing are offered, including weekly singing assemblies and the chance to join the choir.

Music in Early Years is taught as part of 'Being Imaginative and Expressive'. Pupils in Key Stages 1 and 2 are taught six units of Music per academic year.

4.7 Physical Education

Our PE curriculum promotes being **happy**, healthy and having an **active** lifestyle. The lessons follow a wide-ranging sequence, which progresses throughout the school and enables pupils to make links and develop their expertise and skill level. Pupils will learn and practise a range of different activities and situations and apply these to achieve and compete. The themes have been planned to ensure the children can access a variety of skills including, dance, ball skills, gymnastics, teambuilding, agility and balance and coordination. We follow a PE scheme, called 'Get set 4 PE', which supports all abilities and covers the aims of the National Curriculum and the EYFS to ensure that children are given a wealth of opportunities to develop their physical skills. Each lesson plan has progressive activities that are designed to inspire and engage all.

Pupils will learn about a sports person at the beginning of each lesson, through an element of reading, who is famous for excelling in that area of sport to inspire them further. We provide a Specialist Sports coach who teaches one of the two lessons per week across the school. A variety of different after school and lunch time clubs are available for pupils to attend. To further enrich their learning and to provide opportunities to demonstrate their skill, knowledge and sportsmanship, children compete in house tournaments every term. These achievements are acknowledged and accumulated house points celebrated at the end of the year with an awards ceremony.

4.8 Art

Our Art curriculum inspires creativity and challenges pupils. Providing them with the knowledge and skills to experiment and create their own works of art. Children learn about a range of artists and art movements, from different times and cultures, which enables them to experiment with a range of techniques. We aim to give children the opportunity to discuss and give opinions about the work of others. Pupils use sketchbooks to record and document the development of their skills.

In Key Stages 1 and 2, three units of Art are taught: Portraits and Self Portraits, Landscapes and Sculpture. In Early Years, Art is taught through 'Expressive Arts and Design.'

4.9 Design and Technology

Our Design and Technology curriculum enables and encourages pupils to use their imagination to inspire their creativity. Each unit of work follows a three-part process of 'design, make and evaluate', which is underpinned by the development of technical knowledge. DT lessons throughout the school follow a clear and comprehensive sequence that emphasises transferable skills and making links, in line with the National Curriculum. DT skills are embedded throughout each theme through the use of different techniques used to design and make usable and edible items. Pupils will build on their skills and knowledge year on year in both techniques and vocabulary.

In Early Years, DT is taught as part of 'Creating with Materials'. In Key Stages One and Two, three units of DT are taught in each academic year. Each unit consists of designing, making, evaluating underpinned by technical knowledge. 'Communities and the Wider World' makes links to our environment around us and how we can improve it. 'Moving and Joining' encourages our children to think about and use a variety of joining mechanisms. 'Food and Nutrition' embeds a healthy mindset in our pupils, whilst teaching the basic skills of cooking.

4.10 Modern Foreign Languages

Our Languages curriculum provides all pupils in KS2 with a foundation for further foreign language learning in Key stage 3. In learning Spanish, pupils develop their curiosity for other cultures. MFL is taught through a clear and comprehensive scheme of work in line with the National Curriculum. Our themes are chosen to highlight both the similarity and diversity between different cultures, looking at familiar topics and providing opportunities for links with the wider curriculum. Each unit adds to the learning from previous years with a focus on practical communication enabling pupils to improve pronunciation and knowledge, and to build up their key vocabulary.

4.11 Learning for Life

The school recognises that a significant number of its children have limited life experiences and have low aspirations in life. To help address this, we have embraced the opportunity to shape the curriculum to best reflect the needs of our children.

Learning for Life is both a discrete 'taught' session within the timetable and is also found running through the breadth of our curriculum offer.

Learning for Life – A taught session

	Key Question	Foci	
Term 1 'Myself'	How can I be a better me?	Yr R & 3	Resilience & Safety
		Yr 1 & 4	Listening Skills & Creative Expression
		Yr 2 & 5	Memory & Communication and Oracy
		Yr 6	Goal Setting & Aspiration
Term 2 'Myself and Others'	How can we be a better team?	Yr R,1 & 2	Working Together Specific skills: Verbal Communication/oracy)
		Yr 3 & 4	Solving Problems and Working Together Specific skills: Non-verbal (& verbal communication/oracy)
		Yr 5 & 6	Solving Problems and Working Together Specific skills: Developing leadership skills (inc. V/Nv communication) Characteristics of good leadership
Term 3A 'Myself and the Community'	How can I be a better citizen?	Year groups have a specific local issue in which to campaign against/work to improve e.g. Walking to school, littering/recycling, growing flowers/plants, anti-social behaviour (drug use/graffiti).	
Term 3B 'Myself and the World'	What can the world offer me?	Year groups focus on a specific culture/country, developing a wider appreciation of diversity, achievements, beauty and richness, exploring the best it has to offer.	

Learning for Life – Within the curriculum

Opportunities are planned to enable children to practise and apply specific skills learnt in LfL and Metacognition sessions. These might be as obvious as self-reflection of achievement, peer learning/review and target setting or through 'hidden learning' activities such as appropriately challenging tasks to promote controlled failure and develop resilience, peer coaching and through broadening of interests and experiences.

4.12 Metacognition

This refers to teaching approaches which make learners think about learning more explicitly. This is usually through teaching pupils strategies to plan, monitor and evaluate their own learning. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. Overall these strategies involve being aware of one's strengths and weaknesses as a learner, being able to set and monitor goals and having strategies to choose from or switch to during learning activities.

Our approach provides a metacognition toolkit, following the Reflect Ed resources, that develops the metacognitive skills to plan, monitor and evaluate. There are lesson plans that teach metacognitive skills and strategies such as developing memory, accompanied by regular reflecting when pupils are taught to think deeply about their learning. The approach uses digital technology to 'shine a light' on pupils' reflections ensuring that the process is a collaborative one between teacher and pupil.

4.13 British Values

British values are promoted and threaded throughout the curriculum; across lessons, as part of whole school initiatives and in the wider community.

Examples of where the promotion of 'British Values' can be found within Castlefield School

In class/lessons...

- Election of class roles & prefects (democracy)
- Y6 Autobiographies focus on British people's contributions to society
- PSHE: what it means to be a good citizen etc
- Y5 Ancient Greeks: democracy

Whole School...

- Assemblies – visiting professionals who are past pupils of Castlefield School (aspirational)
- Assemblies promotes aspirational thinking, rights and responsibilities, hard work, positive behaviour
- Regular whole school visits from Wycombe Youth for Christ
- Visits from PCSOs (respect for law)
- Commemoration of Remembrance Day (liberty and freedom)
- Christmas production put on by EYD and by KS1
- Children visit places of worship
- PSHE & RE educate about celebrating difference and tolerance of others, being good citizens
- Open discussion in age appropriate years about terror/radicalisation and different/conflicting points of view

Other work...

- Engagement with local Mosque group re Safeguarding practices, developing cohesive links, community spirited approach, speak in assemblies (de-radicalisation)
- Voluntary choir sings in local community places to raise money for charity (ASDA, Eden) or to entertain elderly (Catherine Court)
- Behaviour management ensures children accept responsibility for their actions
- Games Team – have to write job application and attend interview for position of responsibility. Ordering own toys and budget management. Children involved in design and ordering of playground improvements (right/responsibilities)

5. Roles and Responsibilities

The Curriculum Leader maintains and drives the overview of the curriculum provided by the school. The Senior Leadership Team collectively work on a range of strategic planning, monitoring and evaluating tasks, using a range of evidence across the school.

5.1 Subject Leaders

Subject Leaders ensure their subject is appropriately sequenced, with clear themes and progression of knowledge and skills. They ensure that all the aspects of the National Curriculum content are covered within their sequencing documents and skill progression. Subject leaders support class teachers with their planning and delivery of each subject, ensuring a consistent approach is evident across the school.

Regular monitoring of all subjects is undertaken by subject leaders and this is supported by the Senior Leadership Team. Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and teacher and pupil interviews leading to the formation of action plans.

All subject leaders have participated in internal and external CPD to support them in leading their subject.

5.2 Class teachers and Year group teams

Year group teams plan collaboratively for the subjects taught, with class teachers having responsibility for producing specific, medium and short term planning for their classes, following guidance from Year Leaders, Subject leaders and SLT. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning.

6. Monitoring and Evaluation

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Senior Leadership Team, the Curriculum Leader, Subject Leaders and Year Leaders. These tasks are part of a wider school programme of monitoring, strategic development priorities and performance management of teaching staff.

The Headteacher and Curriculum Leader report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify areas of development.