

Curriculum Information and Teaching and Learning at Lyncrest Primary School 2016-2017

Our curriculum

Below is a list of schemes we use to meet the national curriculum. For a comprehensive overview of the content of the curriculum in each academic year group, within each term, see each individual class' termly curriculum newsletter. These can be found by clicking on the 'Information' link, then 'Our Classes' link, then the respective year group link found on the left hand side of the webpage; this will display all the current curriculum newsletters.

English: KSI- Read, Write Inc. KS2- Literacy and Language and Read, Write Inc. Spelling.

Maths: Inspire Maths

Computing: Rising Stars

French: Catherine Cheater

Science, Humanities, Art, and Music: The Lyncrest Curriculum (based on and continually developed from the Edison Schemes of work for each year group). All children in Year 5 and 6 are also taught brass by the Northamptonshire Music Service

PE: Real PE

RE: County Agreed Syllabus

How we collect data on the children's learning of the curriculum

- Foundation stage has a baseline assessment on entry (using NFER baseline in reception). Staff update Development Matters documents and make judgements at the end of terms 2, 4 and 5 which are entered onto SIMS. Information is gathered for this through continual observation.
- KSI and KS2 data is collected at a minimum of three times a year and entered on SIMS.
- KSI and KS2 reading data is ascertained through teacher assessment (from individual and guided reading assessment), attainment within the Read Write Inc. scheme (mostly relevant to KSI) and from observations and reading assessments within the Literacy and Language scheme (relevant to KS2).
- KSI and KS2 writing and grammar data is ascertained through termly independent writing, in which milestones of learning met are marked in

the front of the children's English books. These milestones of learning, achieved in independent writing for assessment, are fed back to the children termly, so that they are aware of what they need to do next. Continual teacher observations within English and grammar lessons also inform how data is updated.

- KS1 and KS2 maths data is ascertained through ongoing assessments and individual targets, found in the front of each child's exercise book, stamped off when met.

What we call substantial progress in the curriculum

- Across the year groups in KS1 and KS2 we have levels of attainment as outlined in the chart below. The letters in these levels of attainment refer to a stage of attainment in the areas taught within that year group: E is emerging in the curriculum content of that year group; D is developing in the content of that year group; S is secure in the content of that year group; M is mastery of the content of that year group.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IE	2E	3E	4E	5E	6E
ID	2D	3D	4D	5D	6D
IS	2S	3S	4S	5S	6S
IM	2M	3M	4M	5M	6M

- The aim is to get all children to the S/ Secure stage in their relevant year group. As such, strong progress across an academic year would be based on a child coming from an S/ secure in one year group to an S/ secure in a following year group.

For example; a year 4 child enters year 5 as a 4S and ends the academic year in year 5 as a 5S. This equates to four 'jumps' across the levels of attainment; this is strong progress.

4S - 4M - 5E - 5D - 5S

- In some instances, some children will enter a year group as being not secure from the previous year group. The aim will be to secure their understanding of the previous year group and secure their understanding of a current year group also.

For example; a year 4 child enters year 5 as a 4D and ends the academic year in year 5 as a 5S. This equates to five 'jumps' across the levels of attainment; five 'jumps' and above is classified as substantial progress.

4D - 4S - 4M - 5E - 5D - 5S

Our data and improvement cycle: actions to improve the teaching and learning of the curriculum at Lyncrest Primary School

Actions undertaken weekly	Actions undertaken termly	Actions undertaken within every two terms
<ul style="list-style-type: none"> • Learning walks • Behaviour and safety evaluation • Book scrutiny 	<ul style="list-style-type: none"> • Governor monitoring visits • Update and evaluate the School Development Plan • Achievement team meetings • Threshold teachers and Extended Leadership Team to submit an impact report to the Head Teacher • Head Teacher report impact to governors 	<ul style="list-style-type: none"> • Data input • Data analysis • Pupil progress meetings, training and evaluation of the impact of interventions and actions • Coaching

In this cycle, we aim to identify strengths and areas of development to continually move the teaching and learning of the curriculum forward.

Parental involvement of learning

- Children are given homework weekly in which we encourage the parents and the children to comment on the work to create a continuous home to school dialogue.
- In term 2 and term 4 we hold TLC's (termly learning conferences) for all year groups. At these termly learning conferences, the children talk about aspects such as what they have enjoyed learning and why, their barriers or challenges to learning and how they have tried to overcome them and any learning successes.
- At the TLC's, the children share with their parents a next step card for English and a next step card for maths. These contain a next step chosen by the child (from the front of their books). The parents

sign this card and receive a copy so that they can aid their child with this. These cards are then placed in their English, Maths books. When they have met these next steps a postcard is sent home to celebrate the child's success. The process is repeated at the next TLC.