

St. Peter's CE Primary, Farnworth



Curriculum Policy Spelling

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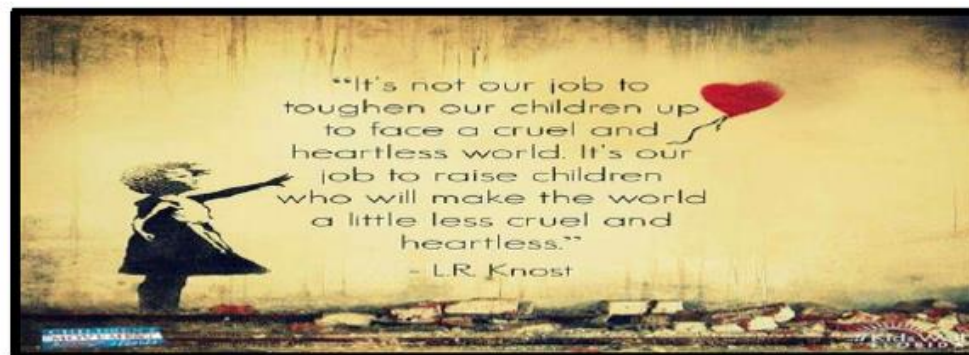


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is knowing who I am, what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

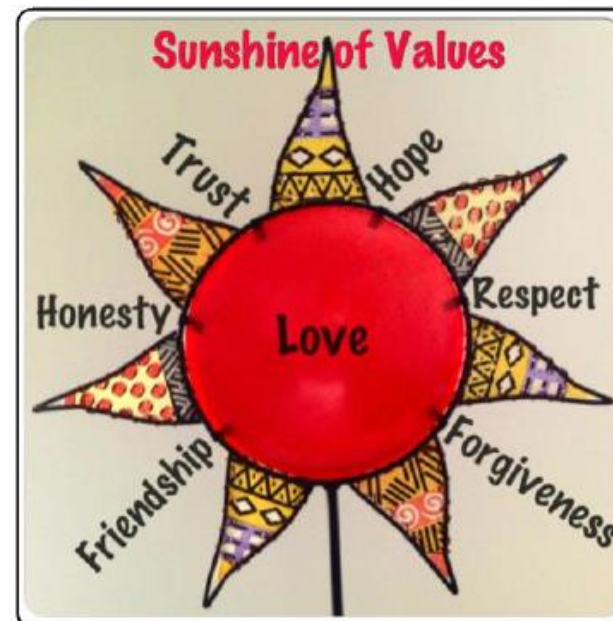
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other. Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Curriculum Statement

The curriculum, in its widest sense, firmly underpins the schools mission statements and school motto of “ **Learn, Sparkle & shine...**”

Every pupil has access to a rich, broad, balanced and differentiated curriculum in order that the needs of all children are provided for, with regard to their abilities, gifts and talents. We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage which includes the seven areas of learning.

These are the 3 prime areas of physical development, personal, social and emotional development and communication and language and the 4 specific areas of literacy, mathematics, expressive art and design and understanding of the world.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding. The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Walks, visits, trips and visitors
- Themed Curriculum “Learning Days/ Weeks”
- “Current Events” experiences

- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & citizenship are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

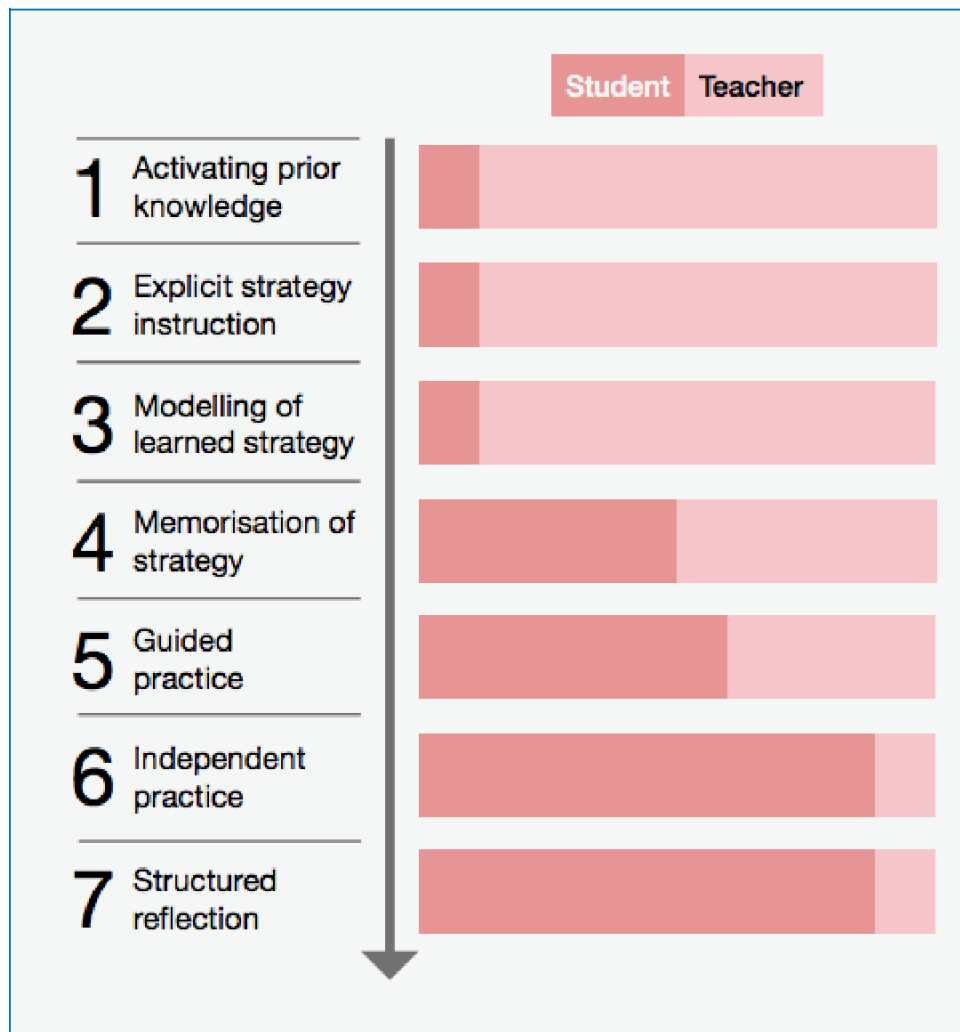
The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St . Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.

When children leave St . Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to an d prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & shine...”**

I do, we do, you do!



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

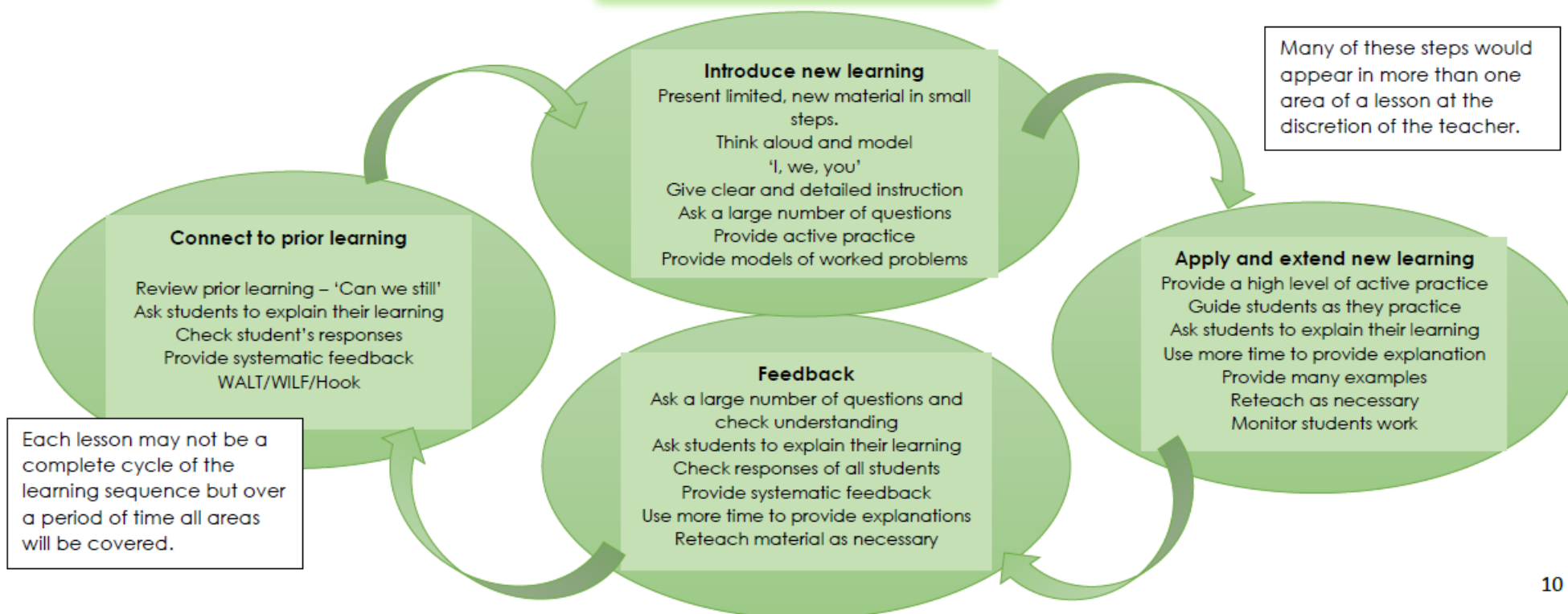
–B.R.



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
- Have high expectations for all groups of children - Have strong subject knowledge - Promote independence - Promote confidence - Offer praise and encouragement - Are enthusiastic and positive about learning - Model good learning - Offer high quality conversation and talk	- Have a distinct knowledge base - Are purposeful - Are memorable - Are active - Are engaging - Are focussed - See children and teachers working as a learning team	- Develop basic skills - Meet children's individual learning needs - Broaden and extend experiences - Offer an opportunity to try new things - Are cross curricular if appropriate - Offer first hand experiences through trips or visitors

Learning sequence



Subject specific guidance

Curriculum design

Children from Year 2 – Year 6 follow a scheme – No Nonsense spelling to teach spelling rules and patterns.

Planning

The long term plan for spelling the year group objectives in the 2014 National Curriculum. The class teacher plans based on the guidance within the no-nonsense spelling scheme. The sequence for teaching is determined by the scheme and is used a rigorous and fast paced approach to the teaching of spelling. Children who are not able to access the work are provided with intervention or small group work to reinforce.

Curriculum coverage and progression of skills

The curriculum is taken from the 2014 National Curriculum which separates objectives into year groups. All staff follow this guidance for their teaching and planning.

Rationale behind chosen content and timings

The content of the spelling curriculum is set by the 2014 National Curriculum and the objectives contained within the programmes of study. As a school we use these to define our teaching and stay within the objectives for each year group providing depth and breadth of experience before moving forwards.

Lesson content and the next steps for learning is determined by the scheme. Lessons build on prior knowledge from previous year groups and this continues throughout the year developing children's skills and understanding further.

Teaching and learning within spelling at St Peters

For spelling teaching to develop learning successfully, a whole school approach is required. The approach followed is firmly grounded in the National Curriculum 2014. This is based on the following key principles

- Regular spelling lessons – detailed in the No Nonsense spelling scheme
- Weekly spelling test
- Direct teaching following Barak Rosenshine's principles of I do, We do, You do

Teachers are aware of the importance of having good subject knowledge. They are encouraged to seek support from their colleagues if they are unsure about the teaching strategies for particular skills or concepts.

Evidence of spelling

Weekly assessed spellings – to be completed on the recording sheet stored in the child's reading record signed weekly by parents.

Termly assessment

- KS2 – Y3 – Y5 spellings collated from the weekly spellings and statutory word list (20 words)
- Y6 SATs test spelling (20 words).
- Y1 – Y6 statutory word list spelling test (100 words)
- Evidence from the work in children's books – literacy/topic/science/RE/maths.

Marking of writing

Where children have made spelling errors in their writing (of words which should be known to the child) the teacher asks the child to copy out the word as their 'fix it' task.

Warm up/Can you still?

An essential part of the spelling lesson is to recap and revise prior learning. Children are required to draw on existing knowledge in order to make predictions and learn new spelling rules and patterns. Children should draw on their phonetical knowledge where needed.

Whole class teaching

During the main part of the lesson it is vital that consideration is made of the key principles of instruction that are taken from Barak Rosenshine and detailed on pages 9 and 10. These should include, amongst others:

- Activation of prior learning,
- Clear and explicit teacher led instruction
- Modelling of key concepts with appropriate concrete or visual prompts
- Guided practice
- Opportunities for independent work

Assessment

Assessment is either summative at the end of a week or term. Formative assessment will be formal and take the form of test data to inform future teaching.

Organisation of resources

Children are encouraged to become independent learners. All classrooms have a range of resources available to effectively carry out the tasks set. Children are made aware of where resources are and how to find them, use them and replace them.

As children mature and gain in confidence they are given the opportunity to select the resources appropriate to the tasks that are set.

Use of ICT

We recognise that the use of ICT can vastly enhance the teaching of spelling and there are many worthwhile apps and programs that staff use. Staff regularly use interactive programs to demonstrate and model key concepts as this enables children to have a stronger and clearer understanding of what is being taught.

Role of the subject leader ([link to subject leadership policy](#))

- Work with the class teacher to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their children.
- Organise resources and making them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.
- Liaise with other subject leaders to develop links between and across subjects.
- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend courses/conferences to learn about new innovations in maths across KS1 and KS2.
- To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECTs will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECTs if there are areas that the ECT would like to discuss.

Curriculum Factsheets:

<https://www.st-peters-farnworth.bolton.sch.uk/statutory/parent-curriculum-leaflets/>