North Manchester Primary Federation

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Teaching and Learning Policy

Date	Amendment Made
May 2022	Policy written
July 2022	Policy review date
July 2023	Policy review date

Contents

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1. Aims

Within the North Manchester Primary Federation (Crab Lane and Crumpsall Lane Primary Schools), we have identified approaches to the way we teach and the way we support our children to learn. This policy aims to outline the key components of these approaches to teaching and learning in one document, in a way that is accessible to all staff who work with children and to the wider school community. As practitioners, this policy will underpin the work we do with children and reflect the current practice in our schools. Our aims are in line with the equality act and our SEND approaches. Please see the schools' websites for more information on these policies.

2. Ethos

Setting the right ethos in our schools supports the quality of teaching and learning that takes place. By ethos, we mean a healthy school culture and shared values.

The Culture Triangle underpins the school ethos from a staff perspective and this supports all staff to drive our values and develop healthy relationships with each other and with other stakeholders:

LEARN

Grow the team
Develop skills through training and play to strengths

Culture:
A strategic approach

COMMUNICATE

Honest and open feedback
Performance and conduct out in the open.
Challenge and constructive
criticism are healthy; feedback is fair and useful
Whole-school approach to coaching;
revise PM/CPD approach

BELONG

Clarity of mission
What are we about and why?
How is our mission and vision
lived out daily?

Our LEARNERS values (**L**eadership, **E**xcellence, **A**mbition, **R**espect, **N**urture, **E**ffort, **R**esilience and **S**park) underpin our work with children and create a positive set of characteristics and traits through which good learning can take place:
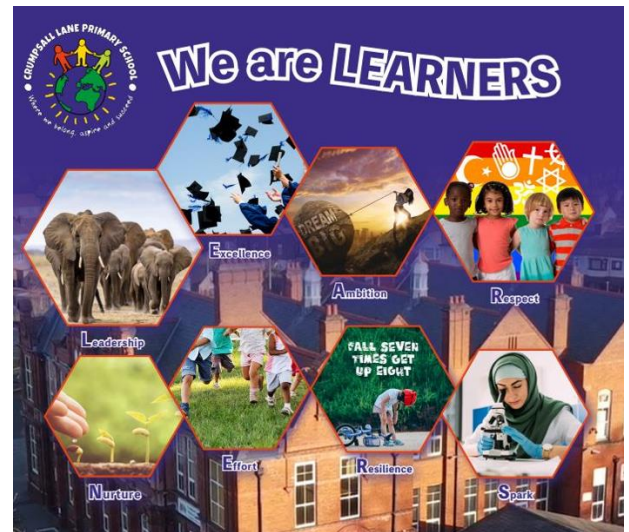
Positive behaviour for learning is essential for children to be good LEARNERS. Please see our Behaviour Policy for more information about the strategies and approaches used in school to ensure positive behaviour for learning.

3. Curriculum Planning

Our curriculum model has six dimensions:
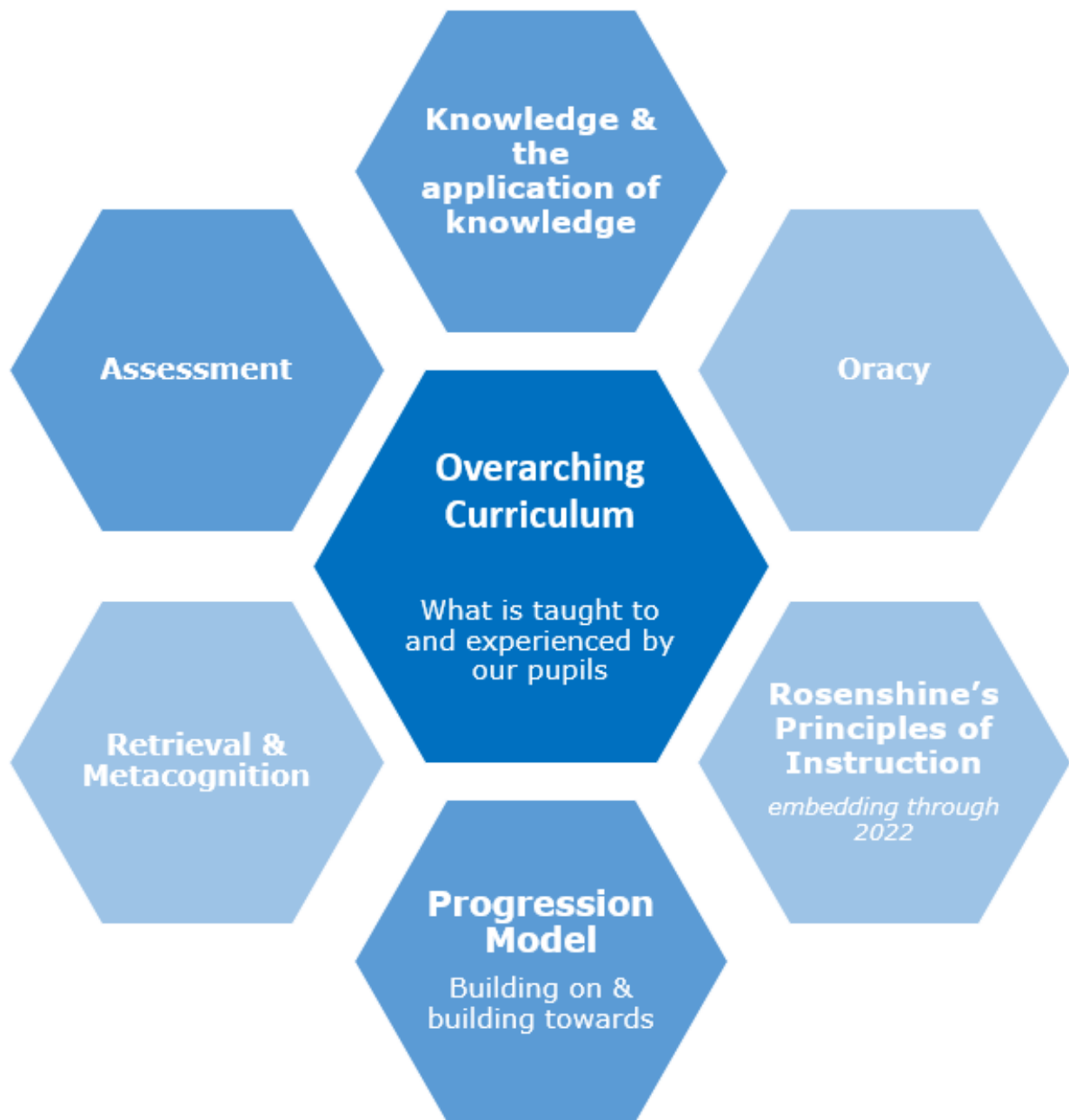
Knowledge and the application of knowledge

Our curriculum intent for all subjects ensures pupils gain substantive knowledge and disciplinary knowledge through a progressive curriculum model. The curriculum intent outlines the aims and objectives of each curriculum area. These can be found on our website.
By substantive knowledge, we mean knowing about things.

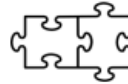By disciplinary knowledge, we mean knowing how to do things:

Music disciplinary knowledge - what do musicians do?

Composing Collaborating Evaluating Comparing and contrasting

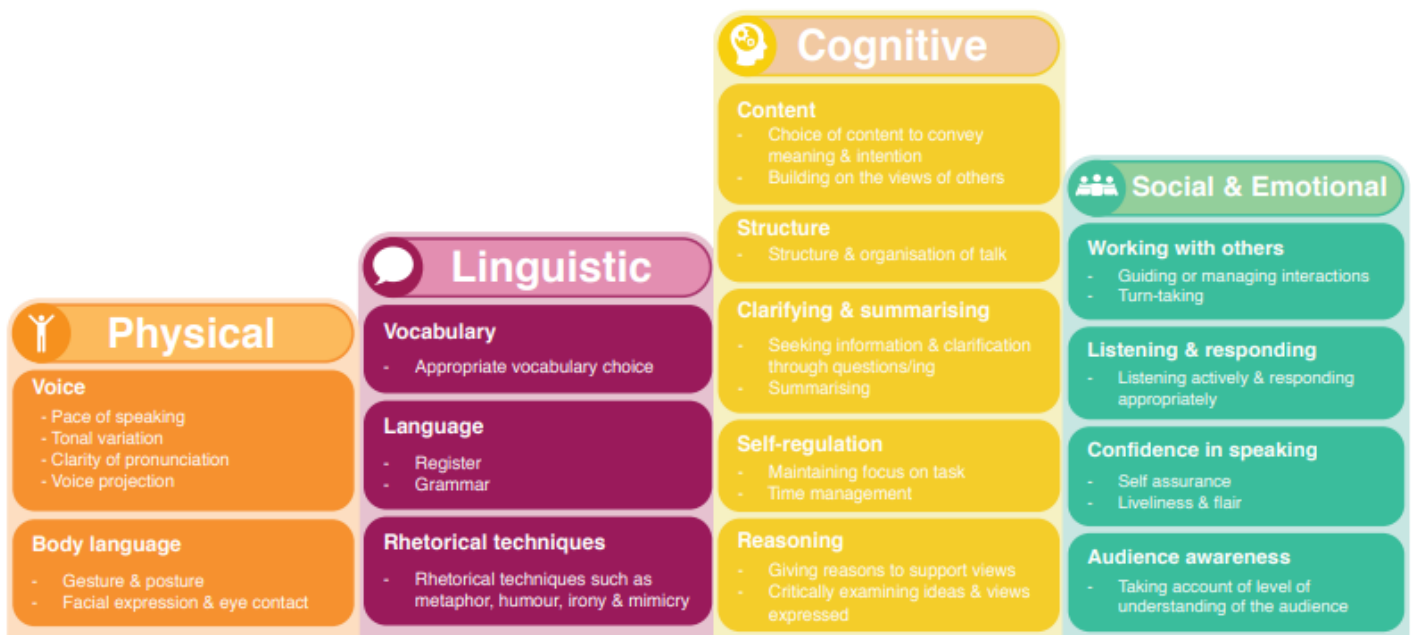Tinkering Analysing Listening Performing

Communicating

Oracy

Equipping our pupils with the knowledge of oracy is central to our curriculum design. The four strands of oracy: physical, linguistic, cognitive and social and emotional enable pupils to experience a talk-rich curriculum. Vocabulary development, effective partner and group talk and opportunities for presentational talk ensure pupils gain essential communication skills within our curriculum model.

The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Cognitive

Content
- Choice of content to convey meaning & intention
- Building on the views of others

Structure
- Structure & organisation of talk

Clarifying & summarising
- Seeking information & clarification through questions/ing
- Summarising

Self-regulation
- Maintaining focus on task
- Time management

Reasoning
- Giving reasons to support views
- Critically examining ideas & views expressed

Linguistic

Vocabulary
- Appropriate vocabulary choice

Language
- Register
- Grammar

Rhetorical techniques
- Rhetorical techniques such as metaphor, humour, irony & mimicry

Physical

Voice
- Pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language
- Gesture & posture
- Facial expression & eye contact

Social & Emotional

Working with others
- Guiding or managing interactions
- Turn-taking

Listening & responding
- Listening actively & responding appropriately

Confidence in speaking
- Self assurance
- Liveliness & flair

Audience awareness
- Taking account of level of understanding of the audience

voice 21

Rosenshine's Principles of Instruction

The overarching principle within our curriculum that learning is a shift to long-term memory is underpinned by the pedagogy within Rosenshine's Principles of Instruction (RPOI). Our pedagogical development focuses on four main strands from RPOI: sequencing content and modelling; questioning and checking for understanding; reviewing previously taught material and stages of practice.
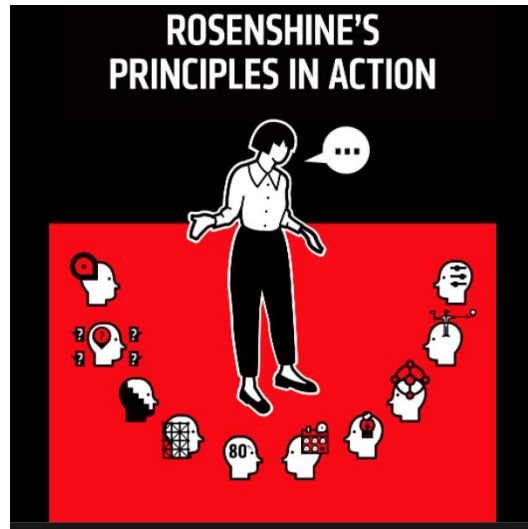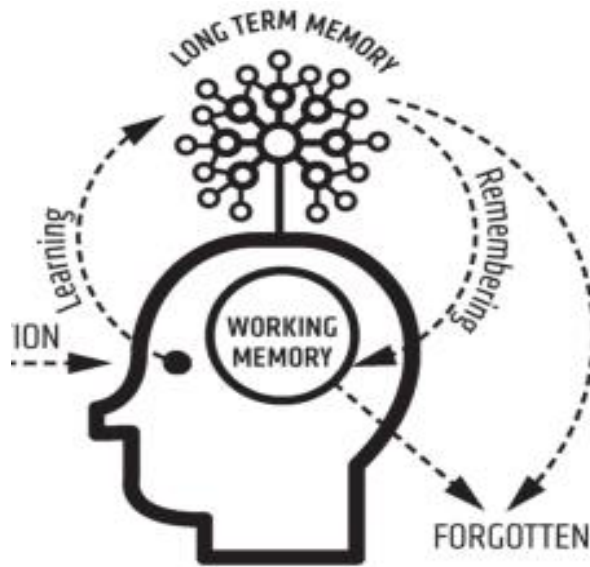

Progression Model

The curriculum is the progression model, with the long-term and medium-term curriculum overviews ensuring units build on and build towards National Curriculum objectives. In all curriculum areas, links to previously taught material are maximised through the curriculum planning documents. Subject leaders ensure key curriculum themes are woven through the long-term overviews, building on knowledge over time.

Retrieval and Metacognition

Retrieval practice forms an essential part of our curriculum design and practice. Opportunities for pupils to recall previous knowledge to support their acquisition of new knowledge secures their understanding of key concepts. Pedagogical approaches to metacognition also support pupils' progression to become independent, self-regulated learners through our curriculum model.

4. Planning of the national curriculum

Long-term planning

Long term overviews for each subject and each year group provide an 'at-a-glance' view of the academic year. The overviews show the units covered within a subject and how progression is mapped within a year group and across year groups or key stages, building on from the Early Years into KS1 and KS2.

Season	Autumn		Spring		Summer		Science Week
Year 4	Teeth and Eating (Animals including Humans)	Looking at States (States of Matter)	What's that sound? (Sound)	SCIENCE Week	Power it Up! (Electricity)	Living Things (Living things and their habitats)	Bubbles.

Y4 coverage National curriculum	
Living Things and their habitats	Pupils should be taught to: ♣ recognise that living things can be grouped in a variety of ways. ♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. ♣ recognise that environments can change and that this can sometimes pose dangers to living things. *To revisit from Y2 NC:* ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
Animals, including humans	Pupils should be taught to: ♣ describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey. *To revisit from Y3 NC:* ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.
States of Matter	Pupils should be taught to: ♣ compare and group materials together, according to whether they are solids, liquids or gases ♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Sound	Pupils should be taught to: ♣ identify how sounds are made, associating some of them with something vibrating ♣ recognise that vibrations from sounds travel through a medium to the ear ♣ find patterns between the pitch of a sound and features of the object that produced it ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it ♣ recognise that sounds get fainter as the distance from the sound source increases. *To revisit from Y3 NC: (How does light travel compared to sound?)* ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change.
Electricity	Pupils should be taught to: ♣ identify common appliances that run on electricity ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ♣ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ♣ recognise some common conductors and insulators, and associate metals with being good conductors.

Medium-term planning

The unit overviews for most subjects in key stages 1 and 2 provide a medium-term plan, where this is deemed to be necessary. The medium term planning documents enable subject leaders to oversee the progression model for key themes within each curriculum subject. Opportunities for building on and building towards themes through a cohesive unit of work are then developed further, linking to future units across a key stage.

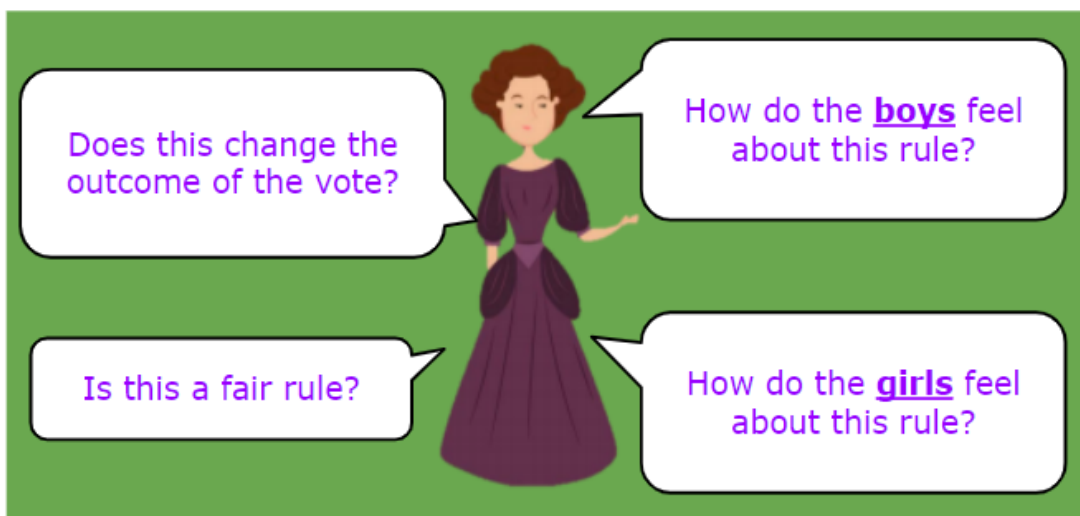| Year 6 World War 2 Unit: History			
Learning Challenge	**Overview**	**Key Vocabulary**	**Sticky Knowledge**
Knowledge Harvest	Carousel of the three key themes within the unit: Life on the Home Front, Children in Manchester during WW2, The role of women during WW2.**1 hour**	**Tier 2** chronology government invasion occupied liberation persecution prejudice primary source secondary source validity military allies	**STICKY KNOWLEDGE** ❑ **World War 1 (Y5) identified on the timeline. Understand chronology WW1 and WW2 in comparison. What else was happening around the world at this time? Or all consumed with war?** ❑ **Stone age- (Y3)**
1. Can I place specific events on a timeline? **World War 2 lasted from 1939 and 1945. This was the second world war of the 20th Century**	**ENTRY POINT:** Using the timeline in the hall, identify where WW2 comes. Can they use their knowledge of WW1 from year 5? Explore the role of historians – what is their job? How do we discover things about the past? Is it easier to learning about these wars, compared to ones that are beyond living memory? (comparison with stone age- year 3) WW2 artefacts and sources e.g. Mrs Power's letters from her father during the war and medals. Invite children to bring in their own from home. **45 minutes**		*CONNECTIONS* **Build on historical knowledge of persecution, war and prejudice.** ❑ **The role of women in history – How did the role of women during WW2 challenge gender stereotypes? What were the long term effects of women working?**
2. Can I research a significant person? **Lilian Bader was the first black woman to join the armed forces. She was accepted into the Women's Auxiliary Air Force in 1941.**	**Develop:** Explore the life of Lilian Bader. Research her life, using a variety of sources - Discuss the reliability and validity of sources What are historical sources? How should we use them? Are they 100% reliable? (Wartime memoir, Black History Month article, Letter from Lilian Bader) Oracy- Why is it important to remember her life? Source detectives- Create an emotions graph. **2 hours**	**Tier 3** Blitz (Blitzkrieg) Rationing Propaganda Evacuation Phoney war Nazi party Air raid/ Anderson shelter.	❑ **We find out about the past through sources and the reliability and validity of sources needs to be considered when we construct an opinion about the past. (Propaganda)**
Trip- Stockport air raid shelters.	**Stockport Air raid shelters** (Children dress up as evacuees and spend half the day exploring the Home Front, role of women and rationing. Then explore the underground air raid shelters in Stockport)		❑ **Why were certain groups persecuted by the Nazis?**
3. Can I explore propaganda sources in WW2?	**Develop:** Explore a range of sources (Propaganda posters) from WW2. Oracy- What is the message behind them? Who is the creator? Who is the target audience? Is it biased? Is it effective? Discuss why newspapers and war reports may lie. Discuss the Ministry of Information. Create propaganda posters to persuade parents to evacuate their children.		

Short-term planning

Year group teams oversee the responsibility for short term planning, using the medium-term plans. This ensures the short-term planning is owned by class teachers, whilst the overarching curriculum objectives are overseen by the subject leader. Our pedagogical approaches within school - oracy, Rosenshine's principles of instruction, retrieval and metacognition - are used as part of the teacher toolkit within short term planning.

How To Get A Green

- Locate England, Scotland and Wales on a map of the United Kingdom

- Locate London, Edinburgh and Cardiff on a map of the United Kingdom

... only boys votes count!

Does this change the outcome of the vote?

How do the **boys** feel about this rule?

Is this a fair rule?

How do the **girls** feel about this rule?

5. Planning in the Early Years
Long-term plans

Long-term plans for both Nursery and Reception ensure the coverage of statements from the Development Matters 2020 non-statutory guidance. These statements are organised in a sequential way across the year, to ensure progression of skills and also opportunities for revisiting and retrieving previous skills. Long-term plans set out the enquiry-based topic questions for the year, along with key texts which support vocabulary and literacy development.

Curricular Goals

The Curricular Goals documents identify the explicit learning opportunities provided through our directed curriculum in EYFS. The programmes are developed through different stages and include existing whole-school initiatives such as Colourful Semantics and Zones of Regulation.The curricular goals enables practitioners to support progression for all. These documents aid with planning, observation and assessment in the EYFS. The goals have been written with our individual settings and school community in mind and are the curricular journey that our pupils will typically take within EYFS.They help build the smaller components needed to acquire and embed knowledge built and practised over time. Reception wider curriculum areas have been written alongside the National Curriculum for Year 1 to ensure progression and to lay the foundations for future learning.
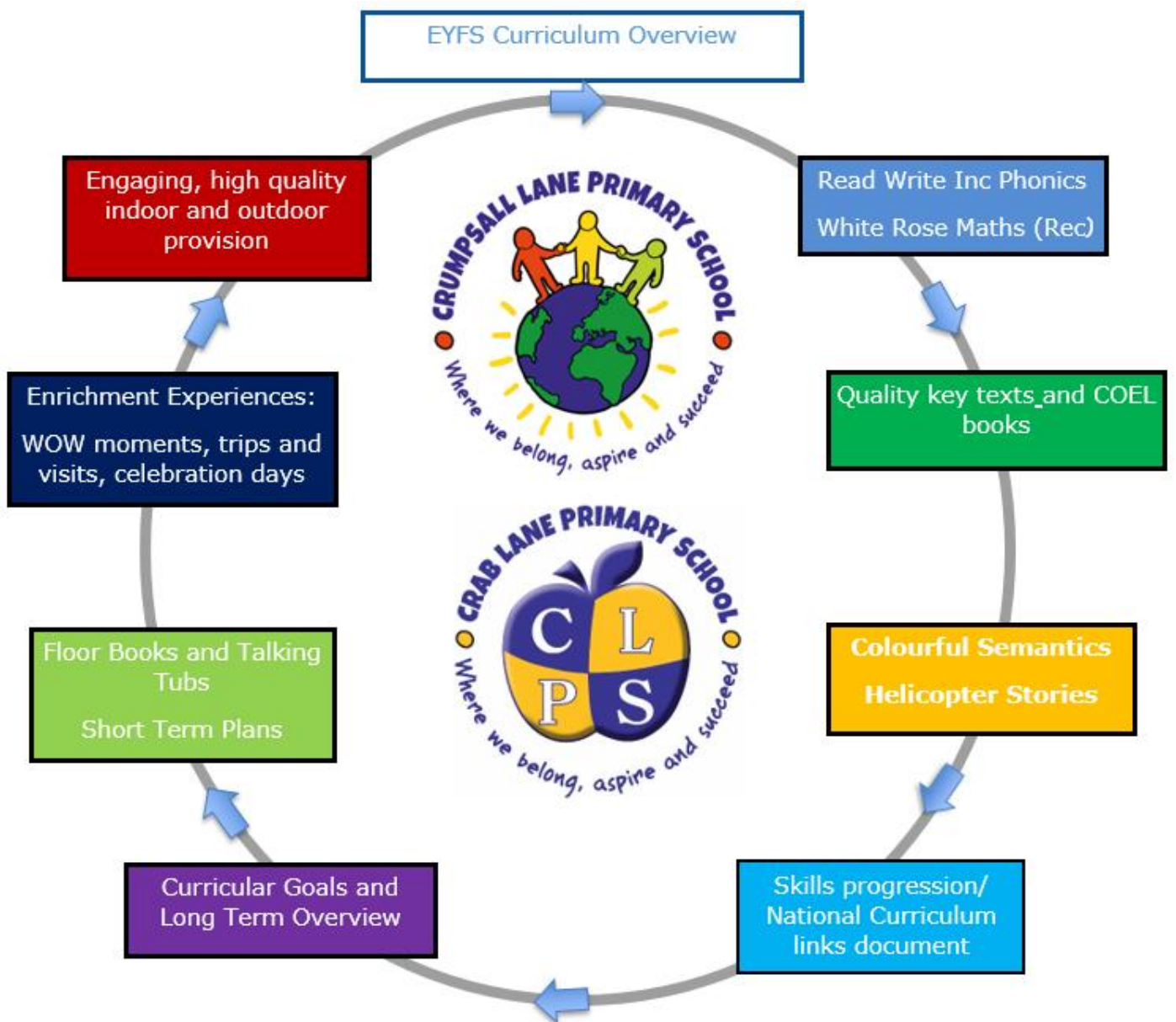
Skills Progression

Practitioners use a skill progression document across both Nursery and Reception in all areas of learning as set out by Development Matters 2021. The skills progression document takes each area of learning (i.e., Fine Motor) and identifies the key themes running through the statements (i.e., health and self-care, eating skills). It then documents the development of skills within these themes from ages 0-3 to Early Learning Goal, with activities and ideas to support this learning. The Birth to 5 Matters non-statutory framework is also used to support progression of skills across all areas of learning. This clear progression allows for individual children's next steps to be identified, planned for and addressed across the curriculum, either through whole-class teaching or targeted interventions. The purpose is that each child's individual skill set becomes progressively more advanced in order to develop proficiency in a particular complex skill pattern.

Talking Tubs and Thinking and Talking Floor Books

Overarching themes and topics are planned for during a half-term or term. These themes are introduced using a Talking Tub from the Thinking and Talking Floor Book approach, which enables the children to contribute their ideas and understanding.

Short-term planning

Weekly plans are produced to ensure progression and give flexibility to staff to plan for opportunities for revisiting, retrieving and further developing skills based on children's needs. Staff use the Curricular Goals document, long-term plans, skills progression and feedback from children's interests to plan a variety of learning across the provision.

EYFS Curriculum Overview

Engaging, high quality indoor and outdoor provision

Read Write Inc Phonics

White Rose Maths (Rec)

Enrichment Experiences:

WOW moments, trips and visits, celebration days

Quality key texts and COEL books

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Where we belong, aspire and succeed

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Floor Books and Talking Tubs

Short Term Plans

Colourful Semantics

Helicopter Stories

Curricular Goals and Long Term Overview

Skills progression/ National Curriculum links document

6. Teaching and Learning

What good teaching looks like
We have a shared understanding of good teaching, built around six KPIs (Key Performance Indicators) which focus on how effectively the intended curriculum is taught.

Key Performance Indicators to support good teaching	What we mean *(This is not an exhaustive list and will not be seen in every piece of work and in every lesson)*
1. Activities are appropriately linked to a clear Learning Challenge and Success Criteria	- What is taught supports the learning challenge to be met. - Activities are directly linked to achieving the learning challenge. - Any starter/retrieval activities are done outside of the work linked to the learning challenge (before the main lesson/at the end of it). - Pupils' work is in line with the intended curriculum sequence for that subject - Disciplinary knowledge is referenced
2. Learning matches need *(how we teach)*	- Effective scaffolding to ensure children access the curriculum for their age - Highly personalised curriculum where appropriate for highest need pupils, including reduced expectation linked to the curriculum for their age (e.g., name two planets instead of all planets by the end of the unit) - Pupils' work shows that the activities they are taught are pitched in line with the intended curriculum for their year group - The amount of work children produce over time (however recorded) is appropriate - Expectations for presentation are high
3. Effective use of questioning	- Rosenshine Principle around questioning strategies - Questioning to deepen understanding and to clarify
4. Material is reviewed regularly to strengthen storage and retrieval	- Retrieval practice in line with school expectations - Prior learning is referred to where relevant - Language of remembering is evident ('well remembered', 'you have remembered this from _____)
5. Effective use of Assessment for Learning	- Misconceptions are identified and addressed appropriately - Use of assessment cups to support adult intervention during the session - Stopping the learning for all to address a point that is relevant (mini plenary) - It is clear from pupils' work that misconceptions are not being repeated consistently over time, indicating that they have been spotted and addressed
6. Communication is effective	- The school culture is reflected in each learning environment - Use of oracy in line with school expectations - Instructional language is precise and does not overload working memory - Behaviour expectations are clearly communicated, reinforced and praised

	- Nurture principles underpin classroom ethos - Effective deployment of teaching assistant

Good teaching is evaluated through learning walks, lesson sequencing and pupil voice

What good learning looks like

We have a shared understanding of good learning, built around a discussion between teachers and pupils, which focus on how well the intended curriculum is learned. This allows us to find out what pupils remember over time (i.e., that knowledge has shifted to long-term memory and has therefore been truly learned):

Questions	What we might do to support children to share what they know
Substantive Knowledge	
What do you remember about_____? Can you tell me about____?	*- This is at the core of the pupil voice exercise. Finding out what children know about will give us an indicator of learning over time*
Here is a knowledge mat for your _____ unit about _____. Can you tell me about any of the images you see here?	*- We may use images to prompt retrieval and to start a conversation*
Key themes in your subject area (e.g., chronology in history, design process in D&T)	*- We unpick children's understanding of the key themes in their units of work and may delve deeper based on what they tell us*
What is similar/different between _____? How is that the same as other *people/places/ investigations* you have looked at?	*- Something around comparison, so we know if children are making links beyond isolated facts*
Disciplinary Knowledge	
What does it mean to be a good *historian/geographer, etc*? What do historians need to know how to do to be good at their job?	*- This is about disciplinary knowledge: what children know how to do. See what children can tell us without any prompts. If they are unsure, we will show them an example of a disciplinary knowledge symbol and model it to them (historians are good at _____ so that they can/because they need to be able to_____) to enable them to articulate their understanding*

General	
Talk to me about a piece of work you are really proud of. Why?	*- We use children's work (floor book or exercise book) to guide this and to support*
Do you enjoy ____? Why?	*- It is important to find out a measure of enjoyment and the reasons for this may guide next steps*

Good learning is also evaluated through pupil outcomes, for example end of Key Stage Standard Assessment Tests (SATs) in KS1 and KS2, the Y1 Phonics Screening, Y4 Multiplication Check (MTC) and the Early Years Data Profile

7. How pupils record what they have been taught

Learning Environment

The learning environment both supports and enriches the learning for all children. Classroom learning environments promote and celebrate learning. Communal displays create a sense of ownership by celebrating and showcasing children's learning.


Example of communal display to showcase learning

An effective learning environment is an interactive resource, supporting teaching, learning and assessment.

Classroom displays:
· Offer a clear picture of ongoing, current learning
· Scaffold learning
· Link learning to the school's knowledge mats and key vocabulary
· Provide a showcase for the standards of work expected of children in the school

We use knowledge walls to illustrate the start and end points of a unit and the journey in between. They indicate key vocabulary, questions and examples from teachers and children of good examples of work or how misconceptions have been addressed.
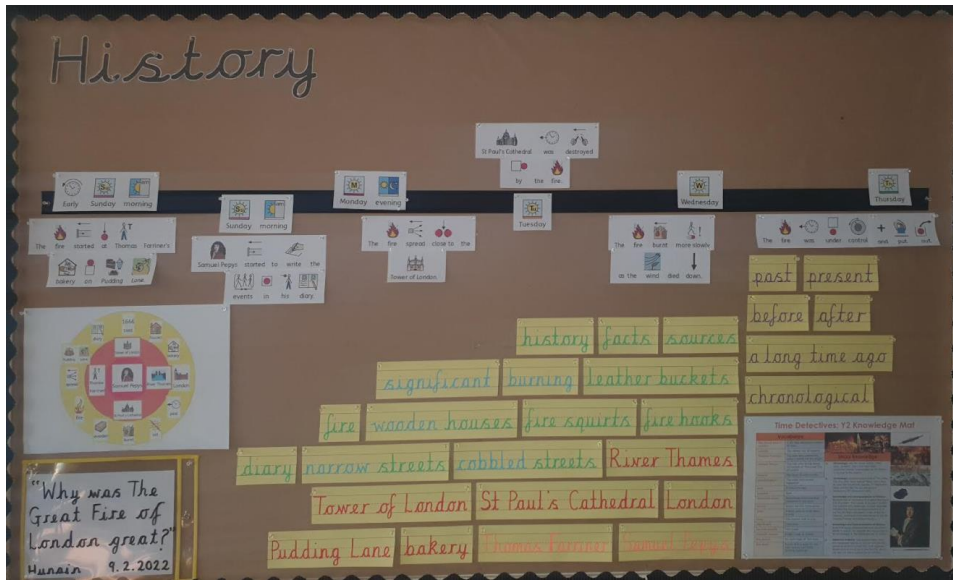
8. Homework

Basic skill development in core subjects is prioritised through the homework set in each year group. Phonics and early reading resources are sent home weekly and there is an expectation that pupils read at home. As children progress through KS1 and KS2, reading at home continues to be an expectation. As children move through KS2, they can write in their own reading records and have these signed by a parent at home. In KS1 and KS2, spellings are sent home and these should be practised for the weekly spelling test in school. In addition to this, children are encouraged to practise times tables weekly from Y2-Y6, using the online Times Tables Rock Stars resource. My Maths (Crumpsall Lane) is used to retrieve knowledge through homework. This is differentiated so is accessible for all pupils working at stages 1-6.

Class teachers may also send home additional home learning activities to supplement reading and maths homework, for example homework linked to the wider curriculum and project-based homework.

9. Assessment, Recording and Reporting

Assessment for learning supports children to achieve and progress well over time. Our assessment procedures check understanding to secure knowledge acquisition through:

- self-assessment using RAG cups
- effective questioning
- addressing misconceptions in a timely manner
- mini plenaries/summaries within lessons
- feedback in line with the feedback policy
- regular teacher assessment on Target Tracker for reading, writing and maths
- termly moderation of core subjects

Reading, Writing and Maths
The recording of pupil achievement and progress in core subjects is completed termly, following assessment weeks where summative assessments support teachers in making an overall judgement about a child's progress and attainment. Teacher assessment statements are reviewed regularly in reading, writing and maths using target tracker and learning ladders to secure judgments.

Pre3 10 pupils	Nur 34 pupils	Rec 50 pupils	Year 1 55 pupils	Year 2 55 pupils	Year 3 56 pupils	Year 4 60 pupils	Year 5 59 pupils	Year 6 59 pupils
		Nursery	RECL	YR2C	YR3C	YR4C	YR5C	YR6C
		RECC	YR1C	YR2L	YR3L	YR4L	YR5L	YR6L
		RECL	YR1L					

Following assessment data submission, teaching and learning review meetings are held to analyse the data and identify next steps to secure understanding in reading, writing and maths.

Assessment in the Wider Curriculum

Wider curriculum assessment is completed twice a year, with a focus on the identification of misconceptions and how these will feed into future planning and future retrieval practice. Subject leaders reviewing the data collected to identify next steps in their subject area.

Y1 and Y2	Names of children who are not keeping up with the curriculum content (knowledge and skills) for their age. *Evidence in books and from classroom observation/conversation Pupil voice*	Names of children who are demonstrating mastery of all statements
Y1C Jan		
Y1L Jan		
What has not been taught	• Use simple compass directions (NSEW). • Use locational and directional language to describe feature and routes e.g. left/right, maths forwards and backwards.	
Key misconception/ gaps in knowledge to be built into	–Draw a simple map e.g. of a garden, route map, place in a story. –Human and physical features.	

Reporting

Pupil attainment and progress is shared at parents' evenings in autumn and spring terms and through an end of year report. Parents are invited into school to discuss pupils' end of year reports.

All statutory procedures for reporting to parents are followed. Parents are informed of statutory test results at key points in the academic year, for example Y1 Phonic Screen Results and End of KS2 SATs results.

Attainment and progress information is also shared termly with governors.

10. Monitoring & Evaluating

To measure the impact teaching in our schools has on learning outcomes, we have a rigorous system of monitoring and evaluation in place. Our termly monitoring calendar is shared with all staff in advance and outlines the monitoring activity that will take place. For example:
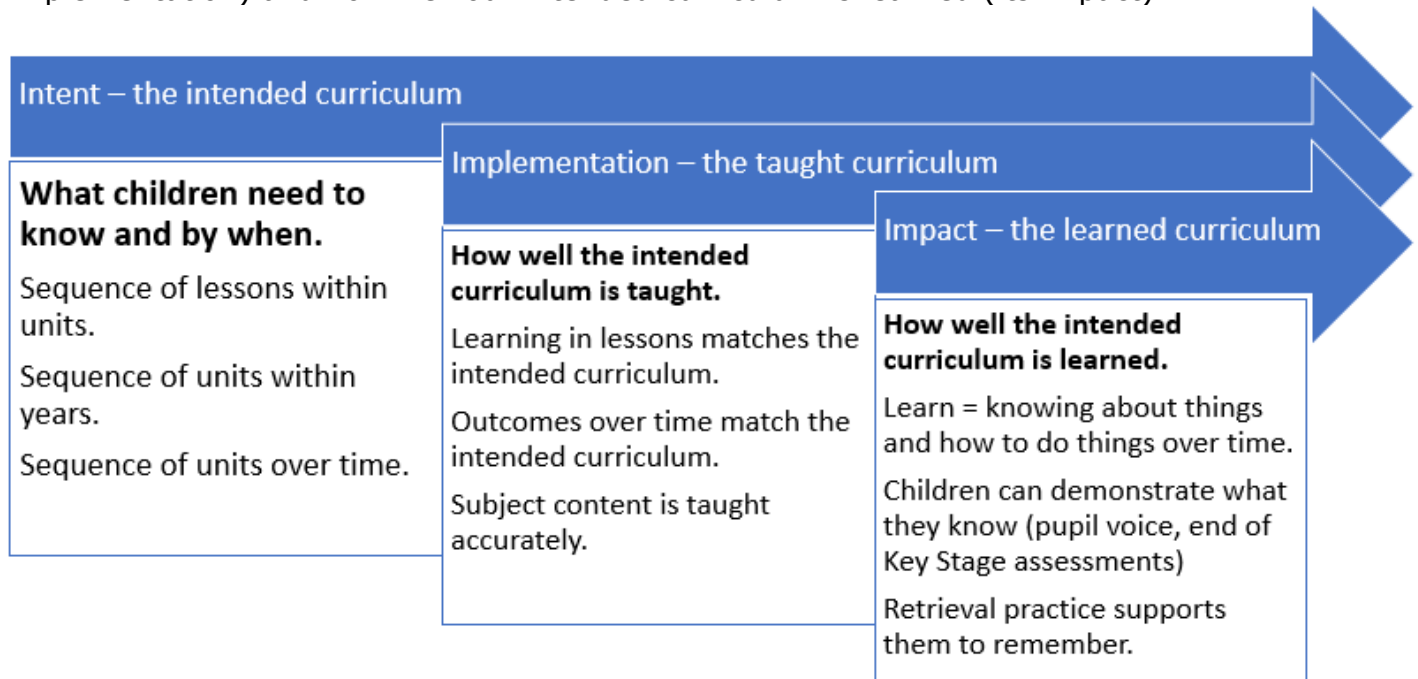
NMPF: Monitoring Timetable

DATE	Learning Walks + pupil voice	Work Scrutiny + pupil voice
Wk1		Reading & Spelling *(Targeted based on monitoring outcomes in autumn term)*
Wk2		EYFS-Y6 Computing *(following Subject Leader curriculum review meeting with Head of School)*
Wk3	EYFS-Y6 Music *(Not External provision)*	Y3-6 MFL books & Pupil Voice
Wk4	Y1-3 Science: Skills focus *(linked to pupil voice findings in autumn)*	EYFS-Y6 Music Pupil Voice
Wk5	EYFS-Y6 English *(Subject Leaders will inform each class of their specific focus)* + Pupil Voice	
Wk6	EYFS-Y6 Maths *(based on staff voice and CPD feedback from Wk4)* + Pupil Voice	
Wk7	Y4-6 Science: Skills focus *(linked to Aut pupil voice)*	

Subject leaders are involved in the monitoring of their subject areas and meet with the Curriculum Leader (Head of School) to discuss their findings and identify next steps. An 'in this together' attitude from subject leaders means there is a collegiate approach to improving standards across the curriculum and ensuring good teaching leads to good learning.

In monitoring the curriculum, we evaluate how well our intended curriculum is taught (its implementation) and how well our intended curriculum is learned (its impact).

Intent – the intended curriculum

What children need to know and by when.

Sequence of lessons within units.

Sequence of units within years.

Sequence of units over time.

Implementation – the taught curriculum

How well the intended curriculum is taught.

Learning in lessons matches the intended curriculum.

Outcomes over time match the intended curriculum.

Subject content is taught accurately.

Impact – the learned curriculum

How well the intended curriculum is learned.

Learn = knowing about things and how to do things over time.

Children can demonstrate what they know (pupil voice, end of Key Stage assessments)

Retrieval practice supports them to remember.

Learning walks, pupil work, pupil test outcomes and pupil voice support our monitoring and evaluating each curriculum area.
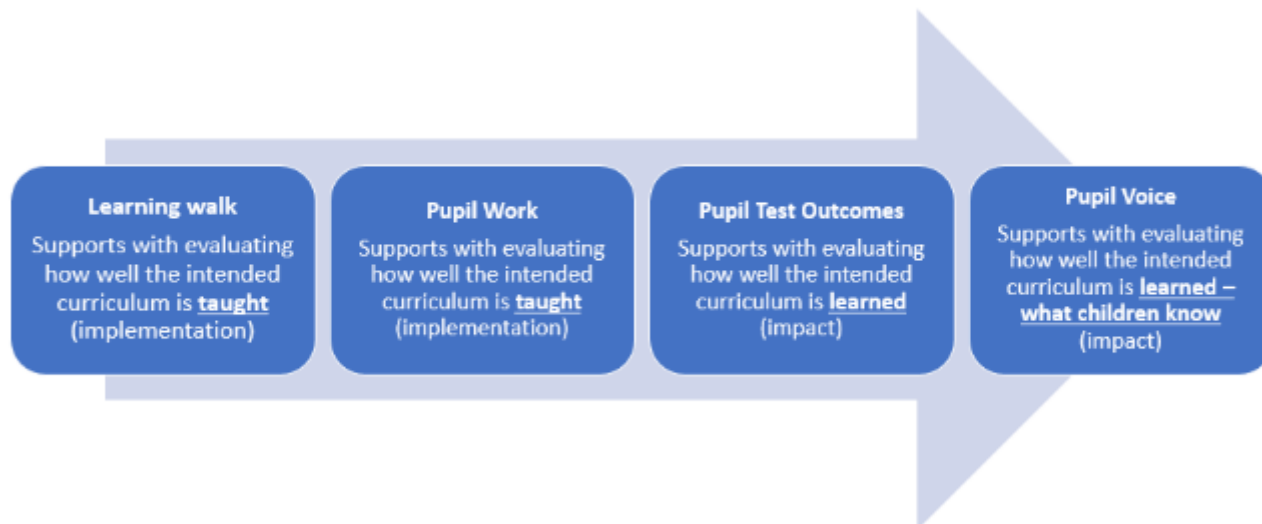
As well as subject-specific monitoring, senior leaders regularly evaluate the quality of school effectiveness, through school self-evaluation forms (SEFs) and a half-termly review of our school improvement plans (SIPs).

Our current school improvement priorities are listed below:

Strategic Area	Objectives
Belong	1. To improve attendance so that it is in line with national for absence and persistent absence (PA). **EHT supported by Attendance Officer**
	2. To implement and evaluate the school's vision and success indicators in daily school life, to create a shared ethos amongst all stakeholders. **EHT supported by Phase Leaders**
	3. To embed an approach to behaviour management and relationships based on nurture, empathy and resolution across the school, and achieve the Nurture UK award in recognition of this. **Head of School supported by SEMH TA**
	4. To create a systematic approach to working with parents as partners and to support them as effectively as possible in school and family life. **Head of School supported by Family Support Worker**
Learn	1. To improve children's early reading skills by embedding and evaluating phonics provision across EYFS and KS1. **Reading Leader**
	2. To effectively implement the curriculum and measure the success of this through pupil outcomes in all subjects. **Acting Head of School**
	3. To effectively implement the new EYFS framework and measure the success of this through pupil outcomes. **EYFS Leader**
	4. To embed a systematic approach to the way in which prior learning is revisited across the school (retrieval practice) to support pupil progress over time. **KS1 Leader**
	5. To provide tailored catch-up opportunities for identified pupils so that gaps in knowledge are addressed effectively. **Head of School supported by phase leaders**
	6. To create a systematic learning culture amongst all staff – including senior leaders – that supports professional development. **EHT**
Communicate	1. To become an Oracy School, working alongside voice21 to gain accredited oracy school status after two years. **Oracy Leader supported by Oracy Champions**
	2. To build a strong federation brand that is marketed and promoted effectively to stakeholders and external audiences, at a school and federation level. **EHT supported by Senior Leaders at both schools**

Blue text underlined indicates how the priority has developed in 2021-2022, from 2020-2021

Strategic Area	Objectives	
Belong	1. <u>To implement and evaluate</u> the school's vision and success indicators in daily school life, to create a shared ethos amongst all stakeholders. **EHT supported by Head of School and Phase Leaders**	
	2. To embed an approach to behaviour management and relationships based on empathy and resolution across the school: Restorative Justice. **Behaviour Lead and Senior Leader**	
	3. To create a systematic approach to community, centred around parents as partners **Head of School supported by lead TA**	
Learn	1. To improve children's early reading skills by <u>embedding and evaluating</u> phonics provision across EYFS and KS1. **Assistant Headteacher supported by early reading leadear**	
	2. To effectively implement the curriculum <u>and measure the success of this through pupil outcomes in all subjects.</u> **Head of School**	
	3. <u>To effectively implement the new EYFS framework and measure the success of this through pupil outcomes.</u> **EYFS Leader**	
	4. To embed a systematic approach to the way in which prior learning is revisited across the school (retrieval practice) <u>to support pupil progress over time.</u> **KS1 Leader**	
	5. To provide tailored catch-up opportunities for identified pupils so that gaps in knowledge are addressed effectively. **Head of School supported by Phase Leaders**	
	6. To create a systematic learning culture amongst all staff – including senior leaders – <u>that supports professional development</u>. **EHT**	
Communicate	1. To become an Oracy School, working alongside voice21 to gain accredited oracy school status after three years. **Oracy Leader supported by Oracy Champions**	
	2. To build a strong federation brand that is marketed and promoted effectively to stakeholders and external audiences, at a school and federation level. **EHT supported by Senior Leaders at both schools**	

Blue text underlined indicates how the priority has developed in 2021-2022, from 2020-2021

APPENDIX 1: SUBJECT OVERVIEWS CRAB LANE

Subject	**Art and Design**
How is the subject taught? (Scheme of work, etc)	Long-term curriculum overviews outline the subject intent and these are in line with national curriculum expectations.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/art

Subject	**History**
How is the subject taught? (Scheme of work, etc)	Long-term curriculum overviews outline the subject intent and these are in line with national curriculum expectations.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/history

Subject	**Computing**
How is the subject taught? (Scheme of work, etc)	We follow the Kapow scheme of work for computing, which is in line with national curriculum expectations.

Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/computing

Subject	**Modern Foreign Languages - French**
How is the subject taught? (Scheme of work, etc)	Long-term curriculum overviews outline the subject intent, using Primary Languages Network VLE. This is in line with national curriculum expectations for Y3-6.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/french

Subject	**Geography**
How is the subject taught? (Scheme of work, etc)	Long-term curriculum overviews outline the subject intent and these are in line with national curriculum expectations.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/geography

Subject	**Music**
How is the subject taught? (Scheme of work, etc)	We have used the Music Express scheme of work as the basis of our music curriculum. This is in line with national curriculum expectations.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/music

Subject	**Physical, Social and Health Education (PSHE)**
How is the subject taught? (Scheme of work, etc)	We follow the Manchester iMatters scheme of work, including Relationships and Sex Education (SRE).

Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/pshe https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/sregrowing-changing

Subject	**Religious Education (RE)**
How is the subject taught? (Scheme of work, etc)	We follow the Discovery RE scheme of work, which is in line with the Locally Agreed Syllabus.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/re

Subject	**Science**
How is the subject taught? (Scheme of work, etc)	We follow the Rising Stars scheme of work, which is in line with national curriculum expectations.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/science

Subject	**Physical Education (PE)**
How is the subject taught? (Scheme of work, etc)	We follow the Primary PE Passport scheme of work, which is in line with national curriculum expectations.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/numeracy-1

Subject	**Maths**
How is the subject taught? (Scheme of work, etc)	We follow the White Rose Hub scheme of work, which is in line with national curriculum expectations.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/numeracy

Subject	**Phonics and Spelling**
How is the subject taught? (Scheme of work, etc)	We follow Read, Write, Inc., schemes of work, which are in line with national curriculum expectations.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/phonics

Subject	**English**
How is the subject taught? (Scheme of work, etc)	We have mapped out coverage for reading and writing, in line with national curriculum expectations.
Website link for more information about this curriculum area.	https://www.crablane.manchester.sch.uk/curriculum/curriculum-areas/literacy

APPENDIX 2: SUBJECT OVERVIEWS CRUMPSALL LANE

Subject	Art and Design
How is the subject taught? (Scheme of work, etc)	Long-term curriculum overviews outline the subject intent and these are in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/art--design.html

Subject	History
How is the subject taught? (Scheme of work, etc)	Long-term curriculum overviews outline the subject intent and these are in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/history.html

Subject	Computing

How is the subject taught? (Scheme of work, etc)	Long-term curriculum overviews outline the subject intent and these are in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/computing.html

Subject	**Modern Foreign Languages - French**
How is the subject taught? (Scheme of work, etc)	Long-term curriculum overviews outline the subject intent, using Primary Languages Network VLE. This is in line with national curriculum expectations for Y3-6.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/modern-foreign-languages.html

Subject	**Geography**
How is the subject taught? (Scheme of work, etc)	Long-term curriculum overviews outline the subject intent and these are in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/geography.html

Subject	**Music**
How is the subject taught? (Scheme of work, etc)	We have used the Music Express scheme of work as the basis of our music curriculum. This is in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/music.html

Subject	**Physical, Social and Health Education (PSHE)**
How is the subject taught? (Scheme of work, etc)	We follow the Manchester iMatters scheme of work, including Relationships and Sex Education (SRE).

Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/pshe.html http://www.crumpsalllaneprimary.org/relationship--sex-education-rse.html

Subject	**Religious Education (RE)**
How is the subject taught? (Scheme of work, etc)	We follow the Discovery RE scheme of work, which is in line with the Locally Agreed Syllabus.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/religious-education.html

Subject	**Science**
How is the subject taught? (Scheme of work, etc)	We follow the Rising Stars scheme of work, which is in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/science.html

Subject	**Physical Education (PE)**
How is the subject taught? (Scheme of work, etc)	We follow the Primary PE Passport scheme of work, which is in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/pe.html

Subject	**Maths**
How is the subject taught? (Scheme of work, etc)	We follow the White Rose Hub scheme of work, which is in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/maths.html

Subject	**Phonics and Spelling**
How is the subject taught? (Scheme of work, etc)	We follow Read, Write, Inc., schemes of work, which are in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/phonics.html

Subject	**English**
How is the subject taught? (Scheme of work, etc)	We have mapped out coverage for reading and writing, in line with national curriculum expectations.
Website link for more information about this curriculum area.	http://www.crumpsalllaneprimary.org/english.html