



MANLEY PARK

PRIMARY SCHOOL

GROWING TOGETHER

VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

Pedagogy

Teaching and Learning at Manley Park Primary School

At Manley Park, children are active participants in their own learning: all classrooms are talking and thinking places. Pupils are expected to continually reflect and deepen their understanding. Getting stuck and taking risks are aspects of learning which are celebrated and seen as essential to moving forward.

Assessment for learning underpins our pedagogy. Pupils use RAG cups to indicate their level of understanding of the skills and knowledge being learnt, influencing how teachers deliver lessons. Critical point questions are used across the curriculum to support teachers to effectively address the needs of their children.

Peer support is an integral element of the way we learn. We implement a range of effective techniques, including whole-class and structured group work, guided learning and individual activity.

Our questioning and dialogue focus on developing thinking skills. Philosophy for Children is a strength of our school, helping to inspire resilient, thoughtful, independent learners.

Our teachers balance facilitation and explicit instruction to secure learning for our pupils. We use weekly quizzes to support pupils to commit knowledge to their long term memory.

Pupils are taught in mixed attainment groupings across school. Interventions are used for learners who are identified as being at risk of falling behind.

How we teach English at Manley Park Primary School.

English is taught across the school in both discrete lessons and alongside the wider curriculum. These discrete lessons are taught in 'Units' of around three weeks, in which we teach reading and writing (following Pie Corbett's immersion, imitation, innovation model).

What you will see:

P4C/Experience: At carefully chosen points in appropriate units, you will see children actively discussing engaging stimuli to develop ideas and deepen knowledge and concepts. This process is underpinned by the P4C (Philosophy For Children) ethos; you will see high-quality dialogue, children constructing their opinions from different viewpoints and exploring concepts in-depth. You might also see other types of 'experience' lessons which immerse children in drama, stimuli or a trip, to enrich reading and writing.

Reading: Usually in the first week of a unit of learning, you will see opportunities for all children to participate in whole-class reading. We teach and practise the skills of reading and model high-level 'book talk'. In EYFS and Key stage 1, you will see systematic synthetic phonics taught, which includes reading practice sessions. Outside of English lessons, you will see wider reading opportunities with appropriate reading material (taken from our in-school Reading Spine, theme boxes, banded books and phonics books). Class Reader and/or Reading for Pleasure slots increase reading miles and promote daily reading at home.

Writing: Usually in the middle part of an English unit, you will see children learn to write with their reader in mind. You will see how, over time, high-level teacher modelling and examples allow children to master the nuances of the English language and gain a deeper knowledge of the impact of their word and sentence choices. You will see how we deal in 'chunks of sense' when forming writing, thinking about how we 'hold our readers' hands' when developing writing skills and moving from plot-point to plot-point in fiction or across the structure of a non-fiction text. 'Worked examples' are built, unpicked, shared and displayed throughout a unit in order to immerse children in a range of different sentence possibilities (through the 'lenses' of writing and different 'sentence types'). Usually in the final week of a unit, you will see a series of lessons that follow a 'pathway' from co-constructed success criteria, to independent writing with 'pause points' to an editing process named 'Edit Stations'. This part of a unit gives children the opportunity to choose what they wish to write about and gives them a purpose for their writing.

Spelling: You will see spelling taught in short discrete lessons (using Jane Considine's The Spelling Book). In addition, one part of each English unit is devoted to a spelling 'journal' style lesson, in which you will see children solve spelling problems. Alongside this you will see spelling taught incidentally throughout an English unit through sentence challenges and ongoing modelling.

STEM

How we teach Science at Manley Park Primary School.

EYFS

In Nursery, children are taught Science specific vocabulary within High Focus activities. Through High Focus activities they have the opportunity to explore resources that are practical and relevant to their learning. After the High Focus activities, the resources are made available in the learning environment and the children can access them freely deepening their understanding. An adult will support children to make sure that the understanding has been embedded and ask the children questions that will challenge them further.

In Reception teachers model vocabulary that links with their learning during their Theme teaching sessions but also through some of the Literacy texts. The children in Reception have learning challenges that are linked with the Understanding of the World aspect of Development Matters. Through the learning challenges, the children access resources that are relevant to the objective that is being covered and the adults support the children while they explore their learning in and around Reception.

KS1 and KS2

In our school, the science lessons are organised around the 5Es (Engage, Explore, Explain, Elaborate and Evaluate). This structure not only ensures that the pupils take ownership of their learning with a hands-on approach, but also provides opportunities of assessment for learning to inform the teacher's planning. The 'engage' part of the lesson is always linked to a working scientifically objective to revisit these regularly throughout the years and within diverse topics. We also use enquiry types and skills logos to secure the pupil's understanding of working scientifically.

How we teach Design and Technology at Manley Park Primary School.

EYFS

In Nursery, children are taught Design and Technology specific vocabulary within High Focus activities. Through High Focus activities they have the opportunity to explore resources, materials and equipment that are practical and relevant to their learning. After the High Focus activities, the resources are made available in the learning environment and the children can access them freely deepening their understanding.

In Reception teachers model vocabulary that links with their learning during their direct teaching sessions but also through some of the Literacy texts. The children in Reception have a technique of the week that links with the Expressive Art and Design aspect of Development Matters. Through the technique of the week, the children access resources that are relevant to the objective that is being covered.

KS1 and KS2

At Manley Park, Design and Technology lessons are organised around the 4 key elements (design, make, evaluate and technical knowledge). This structure not only ensures that the pupils take ownership of their learning with a hands-on approach, but also provides opportunities of assessment for learning at the unit's progress. Pupils begin each unit with a design brief (product, user, purpose). Each unit starts with research, artist case studies or product analysis, pupils then design a product based on a specific criteria, they then make and evaluate their product.

How we teach computing at Manley Park Primary School.

The units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly. It also ensures that connections are made even if different teachers are teaching the units within a theme in consecutive years.

The Teach Computing Curriculum acknowledges that physical computing plays an important role in modern pedagogical approaches in computing, both as a tool to engage pupils and as a strategy to develop pupils' understanding in more creative ways. Additionally, physical computing supports and engages a diverse range of pupils in tangible and challenging tasks.

The physical computing units in the Teach Computing Curriculum are:

- Year 5 – Selection in physical computing, which uses a Crumble controller
- Year 6 – Sensing movement, which uses a micro:bit

The curriculum has been written to support all pupils. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences.

As well as scaffolded activities, embedded within the lessons are a range of pedagogical strategies, which support making computing topics more accessible.

How we teach Maths at Manley Park Primary School.

Much of the success for our pupils can be attributed to following a Maths curriculum built on a concrete-pictorial-abstract approach to teaching Maths that values exploration over instruction and is underpinned by reasoning. Visitors to our school could expect to see exploration of problems, peer collaboration, personal reflection, guided practice and independent practice within our Maths lessons.

Mastering Early Number enables our youngest children to develop their number facts. The KS2 Mastering Number programme takes this further introducing times tables fluency and formal methods coupled with problem solving and reasoning. The maths no problem textbooks allow our teachers to focus on the how of learning and tackling misconceptions and providing challenge for all, as opposed to coming up with the problems for lessons themselves.

All lessons begin with a problem, giving a proper context to children's mathematical learning.

The Master section of lessons allows children to develop an understanding of a concept together, building on ideas in the MNP textbook. Guided practice sees children employ the new skill under the guidance of peers and teachers.

Workbooks are opportunities to see what the children can do themselves. At Manley Park, the first question in the workbook is a hinge question designed to show this understanding.

MNP allow children to journey into depth looking at concepts, acting as a mastery curriculum.

Journal entries keep mathematical reasoning central to our curriculum and allow the children to express their reasoning in four different contexts (investigative, descriptive, creative and evaluative) and for personal reflection.

Some maths lessons or group of lessons will end in an EXIT question, again allowing children to show their independent levels of understanding.

Whole class moves through content at the same pace

When teaching maths for mastery, the whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have a secure understanding of mathematical concepts.

Time to think deeply about the maths

Students are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures. This slower pace leads to greater progress because it ensures that students are secure in their understanding and teachers don't need to revisit topics once they've been covered in depth.

Builds self-confidence in learners

In a traditional primary school maths lesson, children are put in different groups and given different content based on their anticipated ability. This means that from an early age children are classed as those who can and can't "do maths". Teaching maths for mastery is different because it offers all pupils access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils.

Adjusts through depth rather than acceleration

Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for adjustment and adaptation. Unlike the old model, where advanced learners are accelerated through new content, those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent are provided additional support to consolidate their understanding before moving on.

Basis for the 2014 National Curriculum For Maths

Teaching Maths for mastery is a key plank of the Government's education reforms and is reflected in the 2014 English national curriculum for mathematics. The NCETM, Department for Education and OFSTED have all endorsed this evidence-based approach which is a key part of the work within the Maths Hubs Programme.

International research

Singapore Maths is a mastery approach to teaching which has produced a world-class level of achievement for many years. Singapore students scored first in the past three Trends in International Mathematics and Science Studies (TIMSS). These studies are conducted by the International Association for Evaluation of Educational Achievement (IEA). Singapore's 4th and 8th grade students scored top place for Mathematics in 1995, 1999, 2003 and 2007.

UK adoption

The Department for Education, the National Centre for Excellence in Teaching Mathematics (NCETM), the National Curriculum Review Committee and OFSTED have all emphasised the pedagogy and heuristics developed in Singapore. Today, maths textbooks based on the Singapore Maths approach are being used in thousands of schools across the UK and have been widely adopted by the Department for Education's Maths Hubs.

Humanities

How we teach History at Manley Park Primary School.

There are five key strands to the teaching and learning of History:

C: Chronological Understanding

KU: Knowledge and Understanding of past events, people and changes in the past

HI: Historical Interpretation

HE: Historical Enquiry

OC: Organisation and Communication

Lessons will be presented in a range of ways, including the use of roleplay, reading accounts from the time period, trips and visitors, artefact exploration, videos, P.4.C. style debates, using ICT to support research and, where possible and appropriate, cross-curricular links will be made to enable children to build up a whole picture of the period of history being taught and create links. Pupils will develop their subject-specific knowledge, skills and understanding, develop their thinking and communication skills and explore the six EI Values through different aspects of History. Children's social and emotional backgrounds are respected and sensitive care is taken when areas of learning may cause distress.

EYFS - Children build on their learning from EYFS (Understanding the World), where they will have explored the change of time through events in their recent past.

KS1 - . In KS1, they will explore significant changes in their lifetime, their local area and develop an awareness of the leaders of our country and how these have changed over time. They will explore national events and international events which have had an impact on our lives today through the actions of significant people

KS2 - In KS2, children have the opportunity to develop their chronological understanding further and explore time periods further back in time and across the world. They will explore these chronologically in order to see progress and change over time, especially in Britain. Through exploring world history, they will be able to compare events occurring simultaneously in different areas of the world. Children will be able to compare the lives of people, especially the different roles of people in society across the time periods explored and countries explored and will be able to compare and contrast these to their own lives. As they move onto Upper Key Stage Two, they will be able to be more critical of the evidence from the past and develop an awareness of bias and propaganda and evaluate change and progress over a wider time period.

How we teach Geography at Manley Park Primary School.

EYFS, KS1, KS2

The following concepts permeate the Geography curriculum at Manley Park : place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity. The curriculum is built to allow learners to 'think like a Geographer', choosing, building and linking knowledge that they have acquired up until the point of a new knowledge or skill being introduced. Throughout Manley Park Geography lessons, spaced retrieval of skills such as compass skills ensure that by the end of their education, they have a level of automaticity the skills specified in the National Curriculum. P4C is a thread throughout the Geography curriculum too, with critical, caring, collaborative and creative thinking skills continually encouraged.

How we teach RE at Manley Park Primary School.

In the EYFS, RE is embedded into the EYFS curriculum, as a part of everyday routine and provision under the specific area 'Understanding of the world'-People, Culture and Communities strand (New framework 2020). Also, a weekly lesson is planned and delivered during the theme circle time session where a key enquiry question is explored in depth each half term. RE during the Early Years is a Phase of Discovery where children encounter religions and worldviews through special people, books, times, places and objects. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In KS1 and KS2 there is a weekly lesson taught by teachers who use the units of work documentation to teach and deliver effective and engaging RE sessions.

Across the school, the RE lessons cover the concepts, the content/knowledge and the skills required to meet the standards of their local agreed syllabus and ensure continuity and progression. Within the lessons, there is evidence of the use of pedagogical, philosophical approaches and

strategies that Manley Park has embedded in all the subjects of the curriculum: Enquiry based approach-Active learning, P4C, Reflective approach, outstanding questioning (Hinge and exit questions), KAGAN structures (instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction), Magnet partners, No hands up culture and elements of The Write stuff English CPD such as the vocabulary vault.

KS1-RE in KS1 is a Phase of Exploring where pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They use basic subject specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

KS2-RE in KS2 is a Phase of Connecting where pupils extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

How we teach PSHE at Manley Park Primary School.

Discussion takes place in a climate of trust, cooperation and support. A safe learning environment helps pupils share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback; as well as encouraging more open discussion. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary. Examples of ground rules include not asking personal questions, respecting what people say, listening to others and having the right to 'pass' if you do not wish to comment. Once established ground rules need to be revisited, maintained and if necessary amended.

It is often helpful to start units or topics with activities that establish what is already believed or known, what misconceptions may be held and those areas where students can draw on real life experience. These baseline activities could include the following:

- Group or class mind-mapping activities
- Draw-and-write activities (in draw-and-write activities, students are asked to respond spontaneously to an open-ended question by drawing a picture about a particular issue and writing notes explaining the drawing. Drawing and writing could be in relation to – for example, health issues, community matters, careers options or financial situations. Ideas can be collected before and after the activity to provide evidence of change in knowledge, views or perceptions.
- Responding to and interpreting different scenarios
- 'Graffiti' sheets
- Using a variety of stimulus materials to promote discussion: picture books, book extracts, pictures, videos
- Pupil-to-pupil interviews
- In the 'round' first thoughts (P4C style)

Best practice includes lessons which are interactive, participative and engaging. Some examples of this could be circle time, group/whole class discussions (links to P4C), role-play/scenarios, conscience alley, using photographs, using cameras (to take photographs of real situations/evidence/examples), debates and 'micro' debates, storytelling, inviting in visitors and outside organisations. Throughout, PSHE should include assessment for learning and opportunities to enable pupils to reflect on what the learning means for their own lives.

The Arts

How we teach Art and design at Manley Park Primary School.

EYFS - In Nursery, children are taught Art and Design specific vocabulary within High Focus activities. During these activities, they have the opportunity to explore techniques, resources and materials that are practical and relevant to their learning. Once High Focus activities are completed, children explore what they have learnt further in their learning environment, supported by an adult to make sure understanding is secure.

In Reception, teachers model vocabulary linked to theme and their Literacy texts. Each week, children are taught a 'technique of the week' which develops objectives from the Physical and Expressive Art and Design aspects of Development Matters. Through the technique of the week, the children access resources that are relevant to the objective and the adults support the children while they explore their learning in and around the Reception learning environment.

KS1 & KS2 - At Manley Park, Art and Design lessons are organised around the 4 key elements (design, make, evaluate and knowledge). This structure not only ensures that the pupils take ownership of their learning with a hands-on approach, but also provides opportunities of assessment for learning as the unit's progress. Pupils begin each unit with an analysis of a product, artist or designer, followed by focus lessons on specific skills, generation of ideas, creation of their final piece and finally an evaluation.

How we teach Music at Manley Park Primary School.

EYFS - Music in the Early Years is taught through an emphasis of singing e.g. in weekly nursery rhyme sessions that focus on memorising melodies and lyrics as well as pitch awareness (this progresses to longer songs in Reception). High focus activities are planned around Development Matters objectives e.g. composition. Musical skills are also developed throughout the curriculum and during continuous provision e.g. whenever the children listen and respond to different types of music with movement, the sharing of children's musical likes and dislikes in collective listening and having access to sound makers for exploration.

KS1/2 - The music curriculum is built around 4 key areas of learning: singing, listening, composing and musicianship & performing. These key areas are not taught separately but in a connected way e.g. listening gives ideas for composing or understanding of pitch taught through singing. During music lessons, pupils should be 'doing music' as much as possible, as it is a skills-based, experience-based subject, whilst being

exposed to the “three classes of knowledge: tacit - the knowledge gained through experience that is often difficult to put into words; procedural – the knowledge exercised in the performance of a task; and declarative - facts or information stored in the memory.” “Activities will have clarity over the components which will form the basis for formative assessment. There should be high levels of guidance for novices, remembering that pupils in every key stage are sometimes novices, with increasing freedom as pupils gain greater competence.” There is an expectation that each unit should cover the year group’s objectives for singing, listening and pulse. Other objectives will be covered at multiple points throughout the year, but may not be present in each unit. Skills progress through phases, with high levels of repetition between year groups within a phase (e.g. Y5 to 6) to ensure skills are embedded and higher levels of competency and confidence are developed.

*informed by Bolton Music Service, the National Curriculum research paper for Music and the Model Music Curriculum

Languages

How we teach Languages at Manley Park Primary School.

KS2

The Languages curriculum at Manley Park is distributed across the year groups and throughout the academic year to revise prior learning, create cross-curricular links and structure progression of knowledge and skills. The Language Angels scheme of work forms the foundations of planning, with interactive resources to deliver high-quality teaching and support visual, aural and kinaesthetic learners. The resources provided vary in complexity to both support and stretch individuals depending on their level of understanding of the Spanish language. Pre-recorded readings from a native speaker expose learners to accurate pronunciation of new vocabulary to support their phonological awareness, metacognition and working memory. The rationale to use native pronunciation over teacher modelling alongside visual representations is underpinned by Baddeley’s (1986) Working Memory Model in which the phonological loop is fundamental to the acquisition of new vocabulary and correct pronunciation being stored in the long term memory. Learners hear the recording of the word or phrase read before the teacher then simulates, raising awareness of key pronunciation points to avoid misconceptions. Each lesson refers to prior learning and knowledge which demonstrates that teaching is coherently sequenced and learning develops progressively. In line with our whole school approach to communication, speaking and listening are fundamental to every MFL lesson whilst also incorporating reading and writing activities alongside development of grammatical understanding. These skills of language learning are taught through the MARS structure (Modelling, Awareness-raising, Receptive processing and Structure production). Learners engage in dynamic and collaborative communication-based activities before independently applying their knowledge and skills to a range of tasks. Their understanding is then assessed at the end of each unit through recorded end of unit assessments which address their speaking and listening skills as well as reading and writing ability.

PE

How we teach Physical Education at Manley Park Primary School.

EYFS

Within our weekly Pe lessons we teach Fundamental movement skills (FMS), which are the basic movements traditionally associated with human physical activity. Our lessons focus on the most common FMS, these include locomotor skills (running and jumping), stability skills (twisting and balance) and manipulation skills (throwing and catching). We plan well designed opportunities to practise these competences as well as feedback to know how to improve. Children in the EYFS also have access to outdoor provision throughout the day as well as specific interventions which promote the development of physical skills, balance and coordination.

KS1

Each year group undertakes 2 units of Pe per half term, this ensures that a wide range of physical skills are taught. Within each discrete unit of Pe teaching, class teachers carefully plan the specific outcomes for their year group, based upon age appropriate knowledge and skills as well as the needs of the cohort and individuals.

We continue to develop the children's fundamental movement skills so they become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

KS2

Each year group undertakes 2 units of Pe per half term, this ensures that a wide range of physical skills are taught. Within each discrete unit of Pe teaching, class teachers carefully plan the specific outcomes for their year group, based upon age appropriate knowledge and skills as well as the needs of the cohort and individuals.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.