

## Y5 2020 / 2021 Curriculum LTP



### • **Blocks of Work**

Each block is five weeks in length and not tied to the length of a school term (After 5 weeks the next block begins)

- This should allow some extra time for subjects like Art or DT, which are often likely to overrun their curriculum allocation and may be taught in part by blocking out whole days.
- This will allow themed weeks to be embraced more fully without feeling the pressure to also keep up with the curriculum e.g. Reading Week / Science Week / Bikeability / Christmas.
- This allows time for inevitable slippage in the curriculum e.g. Trips / Performances
- Computing follows the resources provided by NCCE and works in 6 week blocks, which may not run exactly as mapped out here

### • **Marking, Feedback and Retrieval Practice**

#### **Marking**

Whenever possible pupils will self or peer mark their work. The teacher will often provide targeted whole class and individual feedback during the lesson.

Teachers will mark roughly 25% of work in detail in order to gain enough knowledge to inform planning for future feedback and teaching.

In most instances, it is assumed that the next lesson will develop from the previous one and therefore no additional marking questions will be set as this slows the new learning of the next lesson.

#### **Feedback**

If needed any common misconceptions will be addressed during a whole class feedback session in the next lesson. If the teacher deems it necessary, the whole class may repeat learning in order to deepen understanding.

A minority of pupils may receive additional marking or feedback input if their needs are significantly different to the whole class.

#### **Retrieval Practice**

Whilst this is important for memory and recall, we don't want it to become overbearing leading to fatigue in the task and a lack of time to teach new learning.

If possible the lessons should have a spiralling approach (as with the maths textbooks) meaning the next lesson is subtly incorporating previous learning.

When the learning is deemed important enough to remember for the long term, (rather than been something you might research or re-read to trigger recall) the pupils will have a regular (at least fortnightly) opportunity to complete a short retrieval mind map or quiz.

### • **The Mastery Approach**

Lessons are taught to all pupils together (unless SEND information indicates otherwise) following a mastery style. A key aim is for all pupils to be exposed to tasks and learning at a level that develops a deep understanding for all. In most lessons there will be an opportunity to progress through a set of tasks (practice / application / going deeper) although ideally only about 10% - 20% should be accessing the going deeper task.