



'Valuing Learning, Learning to Value'

Teaching and Learning (Curriculum) Policy

Policy Status

Recommended

Introduction:

At Yorkley Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives encouraging them to become lifelong learners and successful citizens in an ever changing and evolving society.

Aims of our Curriculum:

We want our learners to be resilient, reflective and empathetic. As a result we have a carefully crafted curriculum with a bespoke teaching and learning approach. At Yorkley we aim to:

- Promote a 'go-for-it' attitude towards learning ("I can't do it *yet*."), so that all children enjoy coming to school and embrace new challenges and possibilities
- Encourage children to understand that mistakes are learning opportunities
- Enable children to develop their knowledge, understanding and skills; being 'determined to succeed' and become independent thinkers and questioners; acquiring a solid basis for lifelong learning
- Have a curriculum that is fit for purpose, offering differentiation and personalisation (it supports children working below age related expectations to narrow the gap and catch up with their peers).
- Make learning an enjoyable process through which everyone can achieve their potential and exceed their expectations
- Challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirement
- Being committed to excellence and continuous improvement
- Value vocational and academic routes equally
- Nurture the talents of all pupils
- Involve the local community
- Work with parents and carers
- Work with secondary schools to ease transition
- Prepare pupils for a successful adult life in a 21st century global society

Successful learning occurs when children understand the goals they are aiming for, and when they are motivated, and have the skills to achieve these goals. To ensure that this happens, and to raise standards in our school, GOOD or better teaching must take place in all our classrooms. All staff take responsibility for raising standards in basic skills.

The role of the Subject Leader:

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Keep up to date with new initiatives including using the EEF toolkit and studies
- Monitor pupil progress in that subject area, particularly at the end of each key stage
- Provide efficient resource management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader carries out book monitoring, learning walks and lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

Delivery:

The curriculum is delivered through a topic-based approach in all classes. The classes learn through a range of topics which rotate over a two year rolling programme. The yearly overviews are available on the school website. The main topic focus is used as a starting point and as many subjects as possible are delivered through the topic; some, however, still must be discreetly taught.

Our medium and short-term plans, give clear guidance on the objectives, teaching strategies and assessment for learning that we use when teaching each area of the curriculum. The curriculum is planned carefully to ensure coherence and full coverage of all aspects of the National Curriculum, and there is planned progression throughout the school.

The school focuses on the development of learning behaviours through the use of assessment for learning approaches used by teachers such as marking and feedback. Children are taught to reflect on their own learning and to develop ownership and appreciation of what the next step in learning is for them. Carefully considered questions are used to move learning on. Our curriculum and teaching and learning is focused on the development of skills and learning, not just on content.

Assessment and Monitoring:

Assessment takes place continually in each subject, allowing teachers to ensure and up to date and challenging curriculum. Data submission is conducted a minimum of three times a year in reading, writing, maths and science allowing the Headteacher, subject leaders and governors to monitor progress and attainment in each subject. Foundation subjects are also monitored continually throughout the year.

The Environment

The environment has a significant impact on the children's learning, both the school and classroom environment should meet children's basic physical needs. They need to feel safe and secure and to feel personally valued and cared for. The physical setting, the quality of relationships in school, the lesson structures and classroom expectations, the language and communication used, all offer

routes into designing school and classroom environments that will meet these needs. All staff are responsible for the upkeep and resources required throughout the school.

The Early Years Foundation Stage:

The curriculum that we teach our Reception children meets the requirements set out in the revised National Curriculum at Early Years Foundation Stage. Our curriculum planning focuses on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned learning activities. Learning in the Reception class builds on the experiences of the children in their previous environments. We continually build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in the Reception class, their teacher carries out a baseline assessment, using a range of sources, to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

Consultation

Staff and Governors were consulted during the writing of this policy

Links with other policies

This policy should be read in conjunction with the following policies;

Assessment

Behaviour, Rewards and Sanctions

EYFS

Homework

Marking and Feedback

Monitoring

Special Educational Needs and Disability Policy

Teacher Appraisal (In Performance Management Operational Handbook)

Policy review

Written by: **Mrs K Burke and staff**

Agreed by Governors: **Sep 2018**

Review date: **June 2020**

APPENDIX A

Teaching and Learning – NON-NEGOTIABLES

The Teacher:

- Sets clear objectives and success criteria
- Sets challenging tasks matched to pupils needs (differentiation)
- Shares objectives with children (WALTs) and refers to during the lesson
- Has high expectations of all children which inspire, motivate and challenge
- Uses a range of teaching styles / techniques
- Actively involves, enthuses & engages children during the lesson
- Balances between teacher and pupil talk
- Uses a range of questioning and feedback to extend learning and assess
- Uses subject specific vocabulary and knowledge
- Manages behaviour well, has clear rules and routines and follows the school behaviour policy
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons

Planning:

- Has clear objectives / learning outcomes / success criteria
- Has age-related expectations / high expectations
- Has clear a teaching sequence
- Shows how learning will be evaluated
- Links to previous / future learning
- Links to SMSC, British Values and Global Learning
- Identifies the role of the teacher and teaching assistants
- Shows differentiation
- Evaluates and assesses to inform future planning
- Details homework tasks

Teaching Assistant:

- Is clear of their duties / children's tasks
- Provides effective and appropriate support to pupils
- Is actively involved in all parts of the lesson
- Sits in appropriate place
- Is always actively doing something which benefits the learning of children within the class
- Refers to objective during the lesson
- Manages behaviour and pre-empts / deals with low-level disruption to allow teachers to carry on teaching
- Uses initiative

Children (learners):

- Are motivated to learn
- Are on task quickly (transition period)
- Are actively involved in their learning
- Can talk about their work
- Can access resources
- Can work independently
- Work at a good pace
- Behave appropriately
- Take responsibility for their learning and behaviour.
- Can talk about their next steps (what they need to do next in order to improve their work)

Classroom:

- Safe, tidy, stimulating working environment
- Resources available for children
- Resources presentable
- Subject specific vocab. Displayed where appropriate

Displays:

- Evidence of children's work
- Balance between children's work, photos, prompts, information
- Information etc. displayed is relevant to the children's learning
- Evidence of 'Learning Walls'
- Organised and presentable, reflecting themes/topics