



CURRICULUM, TEACHING AND
LEARNING POLICY
EVENLODE PRIMARY SCHOOL

December 2014 Review date December 2015
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Curriculum, Teaching and Learning Policy.

Aims and Objectives

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Effective Teaching

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Rationale – reflecting the values and principles of *The Excellence in Teaching Framework*

Introduction:

At Evenlode 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. 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, their community and their world. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives:

A school's curriculum consists of all those activities designed to promote the intellectual, personal, social and physical development of pupils. It includes formal lessons but also an informal programme of extra curricular activities. A school's ethos is evident from the quality of relationships, the concern for equality of opportunity, the school's values which are emphasised and the way in which the school is organised and managed.

Evenlode Primary School believes that the School curriculum should be based upon clearly defined values:-

- High expectations of all learners.
- An entitlement of all learners to equally access a broad and balanced curriculum.
- A recognition of the value of the home and community in children's education.
- The preparation of pupils for participation in a diverse society, the world of work and the democratic process, and global citizenship.

It is the aim of Evenlode Primary School's curriculum policy to ensure:-

- The provision of a secure, happy and confident atmosphere allowing full participation in the process of learning.
- That every child achieves their full potential, whatever their ability, through a wide, varied, practical and relevant curriculum including extra-curricular activities.
- That pupils are encouraged to work independently and use initiatives and increase self-confidence in readiness for adult life.
- That understanding is shown for other racial, cultural and social backgrounds.
- That the need for self-discipline is understood, to foster a responsible attitude towards school and the community and a respect for others.
- That the school maintains effective curriculum continuity through well planned experiences across key stages.
- Provides equal opportunities for all pupils.
- Takes careful account of the special educational needs of children including more able and gifted children, ensuring that pupils with physical disabilities have full curriculum access.
- To foster the spiritual, moral, social, cultural, intellectual and physical development of children.

- To engender favourable attitudes towards the work and to working with other people, to develop self-knowledge, self-esteem, self-confidence and tolerance and understanding of others.
- To provide differentiated experiences, which ensure coverage of all aspects of the Foundation Phase Curriculum (Framework for Children's Learning 3-7 year olds), The National Curriculum and The National Literacy and Numeracy Framework. These provide continuity and progression, taking full account of the individuality of each child.
- To provide children with a range of skills which are necessary for adult life, and which can be built on in later life.
- To be adaptable to the changing needs of the child and of society and establishes relevant links with the community and the world of work which will widen the horizons and develop an appetite for learning.
- To give the child a feeling of self worth, security and stability by providing a rich learning environment.

With the values and principles outlined above in place, it is hoped that the curriculum offered in Evenlode Primary School will enable its pupils to:-

- Develop lively and enquiring minds taking a pride in their work and achievements.
- Be fully equipped with knowledge, understanding and skills to adapt to a fast changing society.
- Develop a sense of responsibility for their learning, by using feedback on their next stage of their education.
- Acquire the skills to act effectively as individuals, as members of a group and as members of a wider community and society. Develop a moral code that is sensitive to the needs and values of others.
- Use the education offered to help them lead happy and satisfying lives making a worthwhile contribution to society as a whole.
- Develop a secure sense of the place of Welsh Language and culture in Wales, Britain and Europe.

In order to achieve the above objectives the planned curriculum and the hidden curriculum need to be reviewed regularly in terms of effectiveness and compatibility with the children of this school and also in terms of complying with statutory orders.

Effective planning and organization of the "what we actually teach" is crucial to the development of children's learning.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We offer opportunities for children to learn through:

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Pair work;
- Independent work;
- Whole class work;
- Asking and answering questions;
- Use of the computer/hand held technology;
- Fieldwork and visits to places of educational interest;
- Creative activities such as dance, music, performing and visual arts
- Debates, role-plays and oral presentations;
- Designing and making items;
- Participation in athletic or physical activity;
- Being a member of the School Council, Eco Committee, buddy system, or being a prefect (Y6);
- Being a member of a club or by attending other extra-curricular activities.

We encourage children:

- To take responsibility and be leaders for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn (Assessment for Learning – AfL).
- To identify what they know, build on previous knowledge and to decide what they would like to know and how they can find the answers.
- To challenge their learning, identify strengths and areas for development and set personal targets.

Effective Teaching

Good teaching ensures children are motivated and engaged and secures children's good progress in learning. When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum so they reach the highest level of personal achievement.

Effective teaching is promoted and maintained through an extensive CPD programme linked to Performance Management Targets and The School Improvement Plan.

Effective teaching:

- Uses a range of teaching strategies which provide for, and at times, require different learning styles and groupings.
- Provides a variety of activities and experience over time so as to harness, extend and make connections between different forms of intelligence.
- Uses high and open-ended expectations, challenging children appropriately.
- Communicates clearly a wide range of strategies such as analysis, questioning, discussing, problem-solving, decision-making and remembering.
- Includes talking about learning. It supports pupils in developing the language and capacity to consider about the review of their own thinking skills.
- Sustains the excitement of learning.
- Learning objectives are clear and shared with pupils.
- Promotes a positive learning culture through working in multi-faceted ways within and beyond the school.
- Provides a learning context and curriculum which supports physical and emotional welfare, building children's self confidence and self esteem.
- Creates a positive, stimulating and supportive atmosphere where learners feel secure.
- Acknowledges that learning sometimes involves uncertainty. It provides challenge, promotes persistence and rewards effort.
- Provides bridges for the learner between the known and the new. It respects and makes use of the learners' own language and culture.
- Respects children as individuals, encouraging their participation and valuing their contribution.
- Ensures a match between the skills of the learner and the challenge of the task.
- Involves a range of interactions between teacher and learner and between peer learners, including consistency and fairness.
- Respects pupils' autonomy as learners. It provides opportunities for making choices, decisions and applications and incrementally builds the skills needed for independent work.
- Allows for the setting of children for certain areas of work and will take place when it is felt appropriate. This can involve setting children across an age group by ability (e.g. Maths KS2). This system is reviewed on a regular basis and appropriate arrangements are made.
- Identifies pupils with ALN and supports them with specific programs as appropriate and within resource constraints. (Refer to Provision Map and 'Catch up Programmes'.)
- Identifies children identified as More Able and Talented and supports them with specific teaching and programmes (e.g. Writers' Squad, The Scribes).
- Facilitates after-school visits to school to provide specialist teaching to some classes along with Peripatetic specialist music teachers who work with children throughout KS2 teaching a range of instruments including guitar, violin, wind and brass instruments. Sports coaches also support staff in the teaching of specific skills on occasions e.g. cricket KS2.

Teaching and Learning in the Foundation Phase

Children learn through first-hand experiential activities where 'play' will often provide the vehicle for learning. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, and in small groups.

These first-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core of The Foundation Phase.

In our teaching and learning:

- We provide a balance between structured learning through focused teaching, enhanced teaching and learning and child-initiated activities.
- We provide a well-planned curriculum that gives children the opportunity to be involved in their own learning. This builds on what they already know, what they can do, and provides opportunities to develop their own interests.
- We ensure that there are a range of approaches that enable children to learn through first-hand experience. Learning may take place through such activities as problem-solving, creative tasks, investigative and enquiry-based work.
- We provide a stimulating and interesting environment both indoors and outdoors, that encourages a positive attitude to learning and develops independence.

The Curriculum

It is through effective teaching that learning takes place and through which we offer a curriculum that is broad, balanced and relevant and meets all statutory requirements. The curriculum is the vehicle through which effective learning and teaching is delivered. The curriculum is skills led and develops many skills. In addition to literacy and numeracy we also look for opportunities to develop the skills of ICT and Thinking. Subject skills taught in the Foundation Phase are Language, Literacy and Communication, Mathematical Development, Personal and Social Education, Well Being and Cultural Diversity, Creative Development, Knowledge and Understanding of the World, Physical Development and Welsh Development. In KS 2 subject areas are English, Mathematics, Science, History, Geography, Art, Music, DT, PE, Welsh, ICT and RE. All subjects from Foundation Phase to KS2 are taught where possible through a topic based curriculum (Cornerstones), which provides a cross curricular approach.

The Outdoor Environment

The outdoor learning environment is a well-planned and resourced area of our school. We are a 'Forest School' with 2 trained leaders who provide exciting and stimulating opportunities for pupils in the reception years and year 4. In addition to this we have 2 learning support assistants who have received training in learning in the outdoor environment. We believe these activities give children a unique way of building independence, self-esteem and positive attitudes towards learning. They are

allowed to explore and experience the natural world around them. Here valuable skills are also learnt such as communication, team leading and responsibility. In general our school grounds lend themselves to a variety of learning experiences. We have a school pond, allotment area, fruit trees and a chicken coop where children can learn about life processes and caring for living things and our environment. We are currently proud of our 'green flag' status.

International Linking

We currently hold valuable partnerships with a number of schools from different countries, both in Europe and globally. Evenlode is committed to work with schools in Spain, Italy, Germany and England through two Comenius projects as well as working with two schools in China and a school in Brazil through the Connecting Classrooms project. These links are used to highlight Global Citizenship issues and allow pupils to see them in a real concept. Pupils throughout the school are involved in working on different tasks and activities that encourage them to develop both their literacy and numeracy skills as well as communication, ICT and thinking skills. The links give pupils an insight into what life is like for children in other countries. All classes in Evenlode have a link class they communicate with on a termly basis.

We have several clubs in school that encourage pupils to learn the languages of our link schools. MAT pupils are taught Mandarin by the schools Chinese assistant. Pupils have the opportunity to attend Portuguese, Mandarin and French clubs at lunch times.

We are proud of gaining the full International Award for 2012-2015 in recognition of all the International work that goes on within the school.

Planning

In planning teachers have identified topics which cover aspects of different subjects in a cross-curricular way through the 'Cornerstones' Curriculum. Where the subject content for a year group does not fit into the focused topic, it is identified as a discrete unit.

All planning is stored on the NAS drive and can be accessed by all staff, in all classrooms. Planning consists of subject skills, learning objectives, success criteria, activities and resources and fulfils all the requirements of the National Curriculum and Foundation Phase documentation. It also identifies opportunities to develop literacy and numeracy skills through the LNF (Literacy and Numeracy Framework) and the non-statutory skills of Thinking and ICT. Assessment opportunities are also identified. Our weekly plans are evaluated to ensure progression is planned for so prior knowledge is built upon and taken forward.

Lesson Structure

The lessons are structured to include, where appropriate, the following aspects:

- Introduction
- Activate prior learning
- Formulating success criteria
- AfL strategies
- Mini plenary
- Plenary
- Sharing the Lesson Objective

Learning Support Assistants (LSAs) are involved in supporting the teacher in planning, delivering and evaluating the curriculum depending on their role and the year group in which they teach.

Classroom Organisation

Teachers provide a stimulating and well organised classroom environment by ensuring:

- There is a range of appropriate and accessible resources available
- Pupils' independence is encouraged
- Displays are of a good quality and instrumental in celebrating children's work and providing a learning tool.
- There are clearly established classroom routines.
- Timetables are clearly displayed and inform pupils in order to facilitate preparation.
- Rules rewards and sanctions are followed (see behaviour policy).

Our Foundation Phase classrooms have clearly designated and well-resourced areas for the delivery of focussed tasks, continuous and enhanced provision.

These areas are as follows:

- A table/tables for focussed tasks,
- Carpeted area;
- Writing/mark-making;
- Book corners;
- Role-play;
- Sand/Water;
- Computer;
- Listening stations
- Small world;
- Construction;
- Creative activities including malleable materials;
- Maths games/activities

Support staff

Support staff are employed in a number of roles across the school, supporting effective Teaching and Learning.

The level of support for the class teacher is planned to take into account the following areas:-

Statutory requirements –Foundation Phase and Workload Reduction, pupil educational needs (including support programmes for ALN) and PPA cover (HLTAs).

Extra-curricular activities

Extra-curricular activities are provided offering an extension to class curriculum activities and take place outside the school day.

The programme of events provided by school staff includes the following clubs:-

Sports (rugby, football, netball cricket, running,);

Urdd;

Mandarin;

Choir;

Drama (Shakespeare Schools – Autumn Term);

Eco club;

School council;

Cooking;

Outdoor/pond club

Gardening club/allotment club;

Knitting and crochet.

IT – code club/raspberry pie

The school also offers a French and Spanish lunch club through an outside provider.

Whole School Weekly Time allocation

	FP	KS2
Teaching time	22 hours 30 mins	24 hours
Registration	35 mins	35 mins
Break times am and pm	2 hours 05 mins	2 hours 05 mins
Lunch Break	6 hours 15 mins	5 hours
Act of Worship	1 hour 15 mins	1 hour 15 mins

Monitoring and Evaluating

The school has set procedures in place for monitoring and evaluating the Curriculum, Learning and Teaching. This involves:

- Planning;
- Monitoring books;
- Talking to learners;
- Lesson observations;
- Moderation of work (leading to creation of portfolios);
- Tracking pupil progress in subject and key skills;
- School based assessments and standardised data ;

The school has set procedures for monitoring and assessing pupils' progress. (These are set out in the ARR Policy.)

The Role of Governors

Governors monitor and review the school policies including Learning and Teaching/Curriculum. They:

- Ensure that that school buildings and premises are best used to support successful teaching and learning.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, Curriculum Committee, Head teacher's reports and System Leader.

The Role of Parents

Parents have a fundamental role in helping children to learn:-

- Through a curriculum evening at the start of every school year which outlines topics and skills.
- Curriculum guidelines/guidance e.g. skills taught through LNF.
- Weekly school newsletters/year group updates (hard copies and use of parent mail).
- Schoop (app).
- Weekly Learning Logs.
- Parent Consultation evenings (October, March and July).
- Annual written report.
- Use of parent/grandparent volunteers in school to support learning e.g. reading, craft activities.
- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school with the correct uniform and PE

Kit.

- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.
- Encourage parents to attend workshops demonstrating the methodologies/ strategies being deployed within the school.
- Parents are given opportunities to give their views on all aspects of school life through the 'Parent Voice Forum'.

The Role of the Pupil

Pupils work towards the school's aims by:-

- Being organised for each lesson and being ready to learn.
- Conducting themselves in an orderly manner in line with the expected code of discipline.
- Taking a growing responsibility for their own learning.
- Taking care of resources and replacing them carefully after use.
- Taking responsibility for their personal possessions in school.

Equal Opportunities

This policy states the school's commitment to equality of opportunity for all its members, staff and pupils. The policy relates to issues of gender, race, religion and special needs, reflecting both equality of opportunity and access in these areas but also through the curriculum entitlement of the school.

Every teacher shall endeavour to further the objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.

[See Equal Opportunities Policy]

Signed ----- Date -----

Name -----

Governing Body