

Tolleshunt D'Arcy St. Nicholas C of E Primary Academy



Believe Belong Achieve

Learning, Teaching and Curriculum Policy

Adopted: 2019/20

Next Review: 2020/21

Learning and Teaching is the core purpose of our school.

This document incorporates all of the learning and teaching elements that deliver our vision. It is written for the benefit of all members of the school community to ensure that they are aware of the fundamental principles underpinning the work of our school.

AIMS

Our aims for learning and teaching are that all pupils will:

- develop a broad range of communication, problem solving and worldly knowledge and skills
- become confident and independent learners
- be motivated learners and find enjoyment in learning
- develop physically and emotionally to become self-resilient members of society and good citizens

RESPONSIBILITIES

All members of the school community (teaching and non-teaching staff, parents, pupils, governors and the various school support services. e.g. Alliances, Health, Police, etc.) work towards our aims by:

- working together as a team
- model appropriate learning behaviours

Teaching and support staff work towards our aims by:

- having high expectations of every pupil no matter what strengths or challenges they have
- providing well planned and prepared learning
- providing stimulating and challenging learning environments
- using a variety of teaching methods as appropriate to aid whole class, group and individual learning
- celebrating pupil's success in a variety of ways
- using on-going assessment to inform planning

Pupils work towards our aims by:

- maintaining good attendance, punctuality and learning behaviour
- respecting others who work with them
- taking pride in their learning and working towards their targets
- taking responsibility for their learning and making sure that they are ready and equipped to learn

Parents/Carers work towards our aims by:

- ensuring that their children attend school in good health, regularly and punctually
- supporting the school's positive behaviour policy
- being realistic about their children's abilities and offering encouragement and praise
- attending meetings to discuss their child's progress
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework by providing appropriate help and support
- allowing their children to assume greater responsibility for their own actions as they progress through the school and promoting and supporting independence in school routines

Governors work towards our aims by:

- representing the interests of the community that the school serves
- supporting the staff, pupils and parents in working towards our aims
- carrying out their legal duties in a responsible manner
- monitoring and evaluating the work of the school in achieving its aims

ORGANISATION

Our curriculum is skill based. Its flexible design enables teachers to plan learning that is specific to their learners' needs and interests. It enables teachers to utilise their own knowledge and skills to deliver interesting and relevant learning with enthusiasm.

We are developing GROWTH MIND SET – The more you do something the better at it you get!

Our school is divided into three learning stages. EYFS, Key stage 1 (Years 1 and 2) and key stage 2 (Y 3-6).

Year Teams work together to plan the whole curriculum overview for their pupils and share good practice. Team teaching and risk taking is encouraged where it most benefits pupils. Foundation subjects may be planned in blocks where it most benefits pupils learning.

Class teachers assess their class and individuals learning needs and focus on teaching the major skills that each child will need and use in life. They plan appropriate and challenging learning that will have the greatest impact on a child's progress.

Outstanding LEARNING and TEACHING:

ASSESS/ENGAGE

Every adult knows the level of attainment of every pupil **and** what they have to do **next** to engage them to make progress

INDEPENDENCE

Good Learners can reflect on their learning and take responsibility for it. They are resourceful and independent in their approaches.

FEEDBACK

Every pupil knows what they have to do next to make progress **and** can talk about **what** they have learnt, **how** and **why**

CHALLENGE

Pupils make **80%** of the effort of learning
Adults make **20%** of the effort of learning

Pupils with special needs are supported according to need:

- within the classroom by the class teacher, Learning Support Assistant or Inclusion Leader
- outside of the class with the Inclusion Leader or Inclusion Support Assistant on a specific individual education programme
- by liaising with outside agencies and specialist teachers where appropriate

Classroom helpers are encouraged. Parent/carer/community volunteers support activities such as reading and educational visits/practical activities.

Other trained staffs sometimes including student teachers, sports coaches, language teachers, peripatetic music teachers, swimming instructors and others, are engaged to enhance the whole curriculum.

Excellence is celebrated:

- through positive praise from the class teacher, and other adults in the school and during a variety of assemblies
- through use of reward systems, house points, stamps, stickers and certificates
- by the display of work which demonstrates good effort and achievement
- at school events such as sharing assemblies, concerts, plays, festivals and tournaments which are seen as opportunities for each pupil to demonstrate his/her own best

ENGLISH

Every day children will **learn** to write through focused guided writing and **practise** writing in foundation subjects; **learn** to read through focused guided reading and **apply** reading skills in other subjects.

Literacy skills will be developed using foundation subjects as the content of learning to enable **smarter** use of time.

MATHS

Every day children will **practise** mental number skills in a daily maths meeting; **learn** mathematical concepts through focused guided learning and **apply** them both to problem solving.

RELIGIOUS EDUCATION

RE is taught through class based and whole school activities according to the Local Agreed Syllabus and there is a daily act of collective worship.

STRATEGIES FOR ENSURING PROGRESSION AND CONTINUITY

Planning is carried out in year groups using the school skill based curriculum maps and other useful support schemes of work.

Feedback to pupils by teachers is essential and feedback/marking (see Marking and Feedback Policy):

- is age appropriate and follow the school policy
- relates to the learning objective
- is given promptly following completion of work and where possible involve the child directly
- provides effective strategies for pupils to make further progress

Formative assessment is used to guide the progress of individual pupils. It identifies each child's progress in every area of the curriculum, determining what each child has learned and what therefore should be their next steps learning.

Pupil Progress Meetings and Professional Development support teachers to challenge pupils and raise standards.

Continuity and consistency within school is achieved through:

- Monitoring
- peer support observations and professional dialogue
- moderation exercises within and between year teams and other schools