

Leeming RAF CP School

Teaching, Learning and Curriculum Policy

This policy was written in 2013.

Principles

Helping children to develop as confident, enthusiastic and effective life-long learners is the central purpose of our school.

We engage children through learning that is relevant, challenging and inspiring, to excite their imagination and raise aspiration.

We provide excellent teaching and provision which create opportunities for successful academic learning and personal growth.

We are an inclusive school; we will provide opportunities for all children to work towards their potential through a commitment to high standards and excellence within an engaging, flexible, broad and rich curriculum supported by talented staff, excellent resources and ICT.

We aim to continually evaluate and improve the quality of teaching, learning and curriculum provision across the school.

Our school context

At the heart of our learning, teaching and curriculum policy is an understanding that the majority of our children are from Service families. Most children will be with us (on average) for around 2 years and they will attend several different schools during their primary years. Children bring with them a wealth of different learning experiences, skills and knowledge on which we must build. Our children live unique lives moving in the national interest and experiencing regular separation from deployed parents. This context often requires a sensitive, supportive recognition and focus within our teaching, learning and curriculum to support emotion wellbeing, transition and the building of reflection, problem solving and resilience.

Curriculum

Our curriculum is the sum total of all the learning opportunities we provide. It includes the planned activities that we organise in order to promote learning and personal development but also includes a range of extra-curricular activities, visits, visitors and enrichment activities. Across the school developing self-awareness, responsibility and learning about personal skills, attributes and dispositions are central within lessons and are part of the review process to evaluate our successes and set future goals. Beyond this we include what is often referred to as the 'hidden curriculum', or what the children learn from our school Ethos through the way they are treated and expected to behave; through the modelling of our own staff behaviour and relationships.

- Children in the Foundation Stage will follow the Early Years Foundation Stage Curriculum.
- Children in Key Stages 1 and 2 will experience the Primary National Curriculum as the minimum basis for learning.

Curriculum planning

Throughout the school, all school staff will follow our agreed curriculum plans. These include:

Long term curriculum plans

Our long term curriculum plans for Key Stage 1 and Key Stage 2 are set out as a 2 year rolling programme of themes; EYFS follow childrens interests and needs through short blocked themes. Long term plans are saved in the shared area of the school network so as to be available to all staff and governors.

Although our plans include all the individual subject requirements within the current National Curriculum, these have been carefully planned to make the most of cross-curricular opportunities and to develop pupils' skills and dispositions for learning. They will include the following key aspects: Personal, Social, Emotional Development; Key skills including Communication, Literacy, Numeracy and ICT; Enquiry, problem solving and Enterprise; Learning outside and in real life contexts and will ensure learning about the wider world.

Medium term plans

Teaching teams work together to produce Medium Term plans which include and cross reference all areas of the curriculum. These are themed and planned termly, half-termly, in shorter blocked work or special focus weeks. The Medium term plan gives the details of what the children will learn and builds throughout the project to including lesson objectives, key skills and annotation of assessment. It is an important working document for every teacher. A copy of every medium term plan over the two-year cycle is held in the headteacher's office.

Student teachers, and supply teachers working in our school will use our medium term plans as a starting point for their detailed lesson planning.

Short term plans

In Maths and Literacy, short term plans provide the daily/weekly details of lesson planning. These are for the teacher's use, and should also be made available when a lesson is being observed. Short term plans will:

- specify learning objectives, success criteria and cross curricular links
- set out how the different educational needs of each child, or group of children will be met
- show how/where additional adults will support children's learning
- specify teaching resources and ICT
- indicate Assessment for Learning opportunities
- Evaluate outcomes and feed into next plans

Creating conditions for learning

We know that in order for children to make the best possible progress, we must create the best conditions for learning in our classrooms and around the school. It is the responsibility of every member of staff to ensure that we create the best conditions for learning for every child. This includes:

The learning environment

All school staff will help to ensure that:

- the school learning environment is vibrant, attractive and well-maintained. Colourful, high-quality displays of pupils' recent work, and photographs, are to be found everywhere. Classrooms have helpful 'working walls' to aid independent learning, as well as interactive displays and 'learning journeys' to share what the children have learnt.
- children have frequent opportunities to develop their knowledge, skills and understanding of new technologies, to support them in their learning across the curriculum.
- The outdoor learning environment at school is well-maintained, and used creatively and imaginatively as a cross-curricular resource for all children
- throughout the school, children have stimulating, high-quality opportunities for learning beyond the classroom, through a range of carefully-planned educational visits, and through visitors, performers and/or other teachers who are invited into school.
- older children will have opportunities for learning alongside children from other schools through enhancement activities such as the STEM Day at Bedale High School, regular sporting activities, and collaborative Bedale Cluster activities such as musical productions
- the learning environment In Foundation Stage and Key Stage 1 is thoughtfully and creatively planned for 'activity-based' learning while KS2 children have regular 'real-life' contexts for purposeful learning and enquiry

Attitudes to learning

All staff will help children to develop positive attitudes to learning by ensuring that:

- they are the best possible role models for the children, demonstrating that they value the efforts of every child.
- children are given frequent opportunities to experience success, and are supported in learning that it's OK to get things wrong too
- routines and expected behaviours are made clear to everyone
- resources are well-maintained and well-organised so as to be accessible to children when they need them
- children's personal, social and emotional needs are met
- children's individual learning needs are met
- *Pupil Feedback should be given in accordance with the AfL/Marking policy*

Learning opportunities

School staff will ensure that they provide a varied range of learning contexts and styles of learning to challenge and meet the needs of all children in their class through:

- individual, partner, group and whole class working
- learning activities which challenge in visual, auditory and kinesthetic ways
- the regular use of Talk Partners, and other high-quality speaking and listening activities
- high-quality questioning and interaction
- opportunities to develop children's thinking skills and enquiry
- practical activity-based learning
- relevant cross-curricular activities

- problem solving activities
- opportunities for both independent and collaborative learning
- intergration of ICT to support learning and teaching

In addition, staff have a responsibility to ensure that children of all abilities, including those who are able, gifted and talented, are motivated and challenged by activities which extend and develop their learning, so that they achieve their full potential in every area of the curriculum.

Involvement of parents and carers

Children learn best when we work in partnership with their parents. School staff will

- ensure that parents feel welcome in school
- build positive, supportive relationships with parents
- provide termly curriculum information for parents
- contact parents promptly about any learning or other concerns
- provide appropriate home learning opportunities
- contact parents about any significant incident which has occurred during the school day – eg. relating to accidents or behaviour
- welcome parents into classrooms to observe or to join in with activities when appropriate eg Maths Mornings, Arts Weeks, Phonics sessions etc
- meet with parents for our planned parent teacher consultations, providing up-to-date information on each child's progress
- arrange to meet parents, by appointment, at other times, if required
- Provide an annual written report on every child which gives parents a clear understanding of how well their child is achieving
- Weekly WOW and class assemblies celebrate success and share learning with parents

Inclusion

We know that children come to us with very different needs and from diverse backgrounds. School staff have a responsibility to ensure that every child is included fully in every learning activity. It is important to refer to the following policies:

- Equality Policy
- Special Educational Needs Policy
- Behaviour Policy
- AGT Policy
- Health & Safety

Assessment

Assessment is an essential integral part of learning and teaching. Please refer to our separate Assessment and Pupil Feedback Policy.