



KIDMORE END
CHURCH OF ENGLAND PRIMARY

Teaching, Learning and the Curriculum Policy

Agreed by: Full Governing Body

Head teacher: Linda Hull
Chair of Governors: Sarah Rodda

Date agreed: November 2019
Date for review: November 2021

Introduction

Teaching and Learning are fundamental activities for all schools. The best schools have a special atmosphere, with children engaged in and enthusiastic about, their work. In these schools teachers are knowledgeable about the curriculum and monitor their pupils' progress closely. At Kidmore End we aim to achieve these goals.

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes the formal requirements of the National Curriculum as well as the range of extra-curricular activities that the school organises in order to enrich the experience of the children. Our curriculum reflects our school vision statement and values.

Kidmore End School is an inclusive learning community where everyone can realise their unique potential as an independent learner.

Our school is a place where:

- We ask questions and learn from our mistakes
- We are resourceful, responsible and respectful
- We share our gifts and contribute to our community
- Everyone is valued and recognised as a child of God

This policy identifies good practice in teaching and learning, the roles played by the various stakeholders, and how performance is monitored. It also details our approach to planning the curriculum. It should be read in conjunction with the policies for Assessment, Behaviour, Foundation Stage, and Special Educational Needs.

Effective Teaching and Learning

Effective teaching requires that:

- Lessons are well planned, with progression and different levels of challenge and support built in
- Children have their individual learning needs catered for
- Teachers have high expectations for their pupils
- Lesson objectives and success criteria are made clear to the children
- Assessment and feedback are rigorous, so children know what their next steps are, and how to go about achieving them
- The delivery style and pace varies as appropriate to the lesson
- Questioning is used effectively
- The classroom is orderly and well organised
- Children understand and demonstrate appropriate behaviour for learning
- Children feel valued and able to make mistakes
- The teacher has an in depth knowledge of their subject
- Assessment is used to inform planning and to track children's progress through the school

Stakeholder Roles

Headteacher

The headteacher ensures high standards of teaching and learning by:

- Advising the governors to assist them to fulfil their role
- Ensuring that the quality of teaching is high through classroom observations and monitoring the children's progress
- Supporting teachers, subject leaders and other staff in their work through training, appraisal, encouragement and acknowledging and praising good practice
- Using data to track the children's progress to ensure no dips in performance. If progress is found to be unsatisfactory, to put in appropriate measures to rectify problems
- Comparing the progress of children in our school with that of other schools using national and county data
- Fostering a positive atmosphere within the school where learning is perceived as important and enjoyable
- Ensuring all children are able to access the curriculum whatever their needs or prior attainment
- Communicating with parents about how they can best support the teaching and learning process

Teachers

An effective teacher needs to be:

- Reflective about their own practice, and willing to develop
- Open to learning from others, both formally and informally, and willing to seek support where necessary
- Committed to the wider school community, prepared to contribute to school policymaking and to decisions made in staff meetings
- A positive role model for children and other staff

Planning

- Planning for all subjects must be based on clear learning objectives taken from the National Curriculum
- Assessment will be used to inform the planning process
- Planning of lessons will include challenge and support, with enrichment activities available
- Children with Special Needs must have the curriculum adapted for their needs
- All curriculum areas should be addressed through the course of the year
- Lessons should develop cross-curricular links where appropriate
- The use of ICT to support learning should be planned where appropriate
- Enjoyable and rewarding experiences linked to the curriculum (such as trips and visitors) should be included

Delivery

- The teacher must be prepared and well organised for all lessons
- The teacher must create an appropriate climate for effective learning to take place
- The objective for the lesson should be made clear in the course of all lessons
- Effective use should be made of questioning and feedback setting during teaching sessions
- Lessons should move at a brisk but appropriate pace, with a varied delivery
- A variety of individual, group and whole class teaching strategies should be employed
- Effective use should be made of expert help in the classroom (usually other adults)
- Children should understand that their contributions are valued and that learning includes making mistakes

Classroom Management

Good classroom management requires an environment which is:

- Safe and well organised, with risk assessments being undertaken where necessary
- Bright, stimulating and conducive to learning.

In such an environment:

- Children should feel free to 'have a go' without fear of failure or censure
- The grouping of children should be undertaken sensitively according to need, and kept under constant review
- Use should be made of expectations, praise and sanctions consistent with the school's behaviour policy
- The teacher will have a good working relationship with the teaching assistant/other adults involved in lessons

Subject Knowledge

The teacher requires:

- In-depth subject knowledge, in order to develop progression for all pupils, regardless of prior attainment
- A willingness to improve their knowledge and understanding in all curriculum areas

Assessment and Recording (see Assessment Policy and protocol)

The teacher should:

- Use termly assessments, which may include tests, to inform the planning process
- Use targeted feedback that recognises achievement, is related to the objective for the lesson, and moves children forward
- Make full use of performance information to track pupil progress and set targets for improvement
- Track the performance of groups of pupils who may be at risk of under achievement
- Discuss pupils' progress with the Headteacher at regular meetings
- Maintain all necessary records, including tracking documents, mark sheets, EYFS Profile and SEN documents

- Report to parents, formally at parents evenings and via the annual written report, and informally as required
- Ensure that records and reports are sent to destination schools when pupils leave the school

Subject leaders

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
- monitor pupil progress in that subject area
- 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 into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

Governors

Governors can facilitate best practice in teaching and learning by:

- Allocating resources effectively, ensuring that the best use is made of school buildings and premises
- Monitoring the effectiveness of school policies in terms of raising pupil achievement
- Making classroom visits to review the implementation of policies using the agreed protocols
- Ensuring that appraisal and staff development are managed in a way which promotes and rewards good teaching practice

Parents

Parents have a fundamental role to play in helping children to learn. Home/school agreements provide the basis for the role played by parents. At Kidmore End School we keep parents informed about their children's learning by:

- Holding regular parents evenings
- Holding curriculum information events and putting curriculum information on the school website
- Sending information to parents at the start of each term on the topics that the children will be studying
- Sending an annual report in which we explain the progress made by the child and areas for development
- Explaining to parents how they can support their child with home learning

We expect parents to support their child and the school by:

- Ensuring their child has the best attendance record possible
- Ensuring that their child is equipped for school with the correct uniform and PE kit
- Informing us if there are matters outside of school that are likely to affect a child's performance or behaviour
- Promoting a positive attitude towards the school and learning in general
- Encouraging and helping their child with home learning
- Supporting the school in disciplinary matters

Pupils

In successful schools pupils are active, independent learners, keen to solve problems and find their own solutions. These skills need to be taught and fostered by effective teaching. At Kidmore End School we use Assessment for Learning and Growth Mindset strategies which help children to:

- Understand where they are in the learning journey, and what they need to do next to move on
- Take responsibility for their learning and set targets jointly with the teacher
- Be willing to 'have a go' without fear of failure
- Try their hardest, understanding the link between effort and achievement
- Support their classmates, refraining from ridiculing or belittling the efforts of others
- Behave in an appropriate way wherever they are in the school
- Understand the school's behaviour policy – be safe, be respectful, be ready to learn

The Curriculum

Aims and objectives

The general aims of our school curriculum are:

- to enable children to develop lively, independent and enquiring minds
- to develop a positive, confident attitude towards their learning and strive to achieve their best
- to develop awareness and understanding of spiritual, moral and cultural issues
- to promote physical development and a healthy lifestyle for all pupils

Organisation and planning

We plan our curriculum in three phases. We agree a long-term (annual) plan for each key stage. This indicates what learning challenges or topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

In medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We make use of the Learning Challenges framework for much of our medium-term planning in the foundation subjects, which includes a clear progression of knowledge, skills and understanding and links directly to the National Curriculum. Other schemes of work are detailed in the appendix of this policy.

Our short-term plans are those that our teachers write on a weekly or daily basis for core subjects. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. These plans are working documents and will take different formats according to need.

In Foundation Stage, Key Stage 1 and Key Stage 2 we adopt an inter-disciplinary approach where appropriate to curriculum planning, along with discrete subject teaching and blocking according to the demands of the specific topic. We plan the curriculum carefully to ensure coherence and full coverage of all aspects of the National Curriculum and EYFS Curriculum, as well as planned progression in all curriculum areas.

We plan engaging topics including school trips to a variety of different places to enhance the curriculum. We organise themed weeks and special events to bring the curriculum alive.

The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage curriculum. Our curriculum planning focuses on the Early Learning Goals and Characteristics of Effective Learning and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. During the children's first term in the reception class, the teacher begins 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. The Foundation Stage Profile is used to assess children's progress termly and at the end of the year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Children with special educational needs and disabilities

The curriculum is designed to provide access and opportunity for all children who attend the school. We differentiate our teaching of the curriculum carefully and adapt it to meet the needs of individual children when appropriate. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's needs are more specific, we may use the support of a teaching assistant or request further help from appropriate external agencies. The Individual Educational Plan (IEP) for each child on the special needs register sets out the nature of the special need, and outlines the provision in place to address the need.

Equal Opportunities

All pupils will have access to the full curriculum irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief. Individual different opinions and ideas will be respected and valued.

The Monitoring Process

Monitoring Teaching

All monitoring of teaching should be undertaken in a supportive way which celebrates good practice and reflects mutual professional respect. The aim is to encourage and share good practice and facilitate professional dialogue. It is also intended to support individual teachers with their professional development (see Appraisal Policy).

Activities that contribute to the monitoring of teaching are:

- Classroom observations undertaken at least annually by the headteacher as part of the Appraisal programme. Both verbal and written feedback are given to the teacher, and information gained from observations may be used when setting the teacher's appraisal targets
- There is a rolling programme of monitoring by subject leaders. This takes a variety of forms including observations, learning walks, scrutiny of planning or pupils' work and pupil interviews. Governors may accompany a subject leader during monitoring activity but they will not comment on quality of teaching
- Following classroom observations generalised feedback is provided to the staff and curriculum committee which includes the consideration of teaching and learning issues; individual teachers are not identified in these reports
- Classroom observations by mentors for Newly Qualified Staff are undertaken in accordance with guidance provided by Oxford Diocesan Schools Trust. These observations are recorded, with feedback to the teacher being provided as soon as possible after the observation

If teaching was found not to be good enough, the teacher would be supported until an acceptable standard had been reached; this support could be either in school or from an external provider. As a last resort there are statutory competency procedures which would be followed. These procedures are outside the scope of this policy.

Monitoring Effective Learning

The evidence that effective learning is taking place can be either 'hard', producing measurable data, or 'soft', relying on adult observations and children's perceptions.

Hard (quantitative) evidence includes:

- Performance in regular classroom tests and assessment tasks
- The tracking of children's progress using statements of age-related expectations (Target Tracker)
- Pupil progress meetings.
- Comparison of progress against national criteria, for example FFT data

Soft (qualitative) evidence includes observations on the extent to which pupils:

- Are enthusiastic about their work and appear absorbed and engaged in it
- Are becoming independent learners
- Understand what they are doing, how well they have done, and how they can improve
- Are productive and work at a good pace
- Apply their learning to contexts outside the classroom
- Perceive learning as relevant to themselves
- Are able to explain what they are doing and why they are doing it
- Are creative in thought and action

An observation and monitoring schedule is produced annually outlining activities which contribute to evaluation of effective teaching and learning. This is a working document covering both statutory responsibilities and those that arise as a result of a particular school development focus.

Monitoring the Curriculum

Our governing body's Curriculum Committee is responsible for monitoring implementation of the school curriculum. Each term, Governors visit the school for a day and have the opportunity to focus on an area of the curriculum, reviewing provision in that area.

The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher and deputy monitor lesson planning, ensuring that all classes are taught the full requirements of the National Curriculum. Subject leaders monitor the way their subject is taught throughout the school. They examine planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. Each subject leader reports to the Curriculum Committee.

Appendix One: Planning the Curriculum at Kidmore End.

In our school, in line with the expectations of ODST, we follow the National Curriculum for England. All teachers have a copy of the full document and this forms the basis for all planning. All documentation including progression documents and planning formats can be found in Staff Shared/Curriculum or under specific subject headings.

There is an annually revised Curriculum Map – this is a working document and teachers should feel comfortable to change and adapt, bearing in mind that they should always refer back to the National Curriculum document as the core of what needs to be taught. Teaching approaches should include a mix of cross-curricular teaching and discrete subjects, taught in blocks or spaced out over a term, according to the demands of the objectives taught and pupils' needs. If subjects are taught together as part of a topic only one Unit Plan is needed, although it should indicate clearly what subject areas and objectives are being covered. A termly 'statement group' is created on Target Tracker to facilitate assessment against the national curriculum expectations. More detailed plans are required for English and Mathematics.

English

As well as using the National Curriculum, there is an English progression for reading and writing which should form the basis for all unit plans. Literacy units should be based on four writing purposes of writing to entertain, to inform, to persuade or to discuss, and will often link to the wider Learning Challenge. However, there may be occasions when it is more appropriate to teach a unit discretely over a shorter period of time.

Mathematics

Termly plans for Mathematics are based on the White Rose Maths Schemes of Learning and are in the Maths folder of Staff Shared. Teachers can also refer to the NCETM progression grids– the ones around the four operations are particularly useful in determining what type of written calculation methods are expected at each stage. There are also useful resources to inform planning on the NCETM and nrich websites.

Science

The basis of Science planning should be the Learning Challenges Curriculum. The Weaving Knowledge, Skills and Understanding document (Learning Challenges folder of Staff shared/Curriculum) has a clear progression for Science. Science can be taught as part of a cross-curricular topic or as a discrete unit of work depending on the subject matter being covered.

History/Geography

The basis of our History and Geography planning should be the Learning Challenges Curriculum. The Weaving Knowledge, Skills and Understanding document (Learning Challenges folder of Staff shared/Curriculum 2014) has a clear progression for both subjects. Normally, the cross curricular topic will be led by a History or Geography focus.

Computing

There is a clear and concise progression for Computing within the Weaving Knowledge, Skills and Understanding document, and a useful one-page summary in Staff Shared/Curriculum/Computing which shows clearly the elements of Computing, ICT and Digital Literacy. The use of ICT should still be considered in planning other subjects to ensure a progression and variety of use. E-safety should be explicitly and regularly taught, and age-appropriate expectations displayed in each classroom. We use the SWGFL scheme of work as a basis for our teaching of e-safety.

Religious Education

The Oxfordshire Agreed Syllabus forms the basis of our teaching in RE as a CE school – at least 50% of the curriculum should have a Christian focus. RE planning is based around big questions – the main source of these is the Oxford Diocese Scheme of Work and Understanding Christianity. These resources and the ODBE Scheme of Work can be found in Staff Shared/RE Resources.

Music, Art and D&T

Suggestions for incorporating Music, Art and D&T into the Learning Challenges are given throughout. There is a clear progression for each subject in the Weaving Knowledge, Skills and Understanding document. In music we benefit

from specialist teaching; pupils are taught to play the recorder in Y3 and Y4 and the clarinet in Y5. DT planning is based on the DT Association 'Projects on a Page' scheme of work, which can be found in Staff Shared/DT Resources.

French

There is a clear progression for MFL across KS2 in the Weaving Knowledge, Skills and Understanding document. French planning is broadly based on the CGP 'Salut' scheme of work, although teachers are free to draw on further resources such as the Jolie Ronde scheme. In Y6 pupils are able to develop their skills by writing to pen-pals.

PE

There is a clear progression for PE and Dance in the Weaving Knowledge, Skills and Understanding document. The basis of Dance planning should be the Primary Dance Scheme of Work – there is no need to repeat these detailed plans on a planning proforma although a cover sheet matching the content to NC objectives would be very useful. Specialist teachers plan and delivers lessons alongside the class teacher, as does our Swimming Instructor in collaboration with the teacher in charge of swimming.

PHSCE

The PHSCE curriculum is based on the Coram SCARF scheme of work, which is accessed online. We also teach our pupils about equality and diversity through the 'No Outsiders' resource. Additional provision for PHSCE could include responding to issues as they arise e.g. friendship problems, regular Circle Time, making links with our termly value or through cross- curricular work such as Science/DT work on healthy living.