

A nurturing inclusive learning community that enables everyone to be their best



CALTON
PRIMARY SCHOOL



CALTON
PLAYGROUP

CALTON PRIMARY SCHOOL AND PLAYGROUP CURRICULUM AND TEACHING AND LEARNING POLICY

**Approved by
TLA Committee on 10/05/2021**

Next renewal date: TLA Term 3 22/23

Curriculum and Teaching and Learning Policy

1. Strategic Framework

This Curriculum and Teaching and Learning Policy is created to ensure that the Calton Primary School and playgroup curriculum:

- a. Is in line with our vision and values and compatible with our other policies
- b. Meets the statutory requirements and pays due regard to legislation

We believe that the curriculum should provide a rewarding and enjoyable experience that promotes learning, personal growth and development. We aim to provide all pupils with positive experiences through a planned skills based curriculum which is in line with our vision and values.

2. Values

Our school curriculum is underpinned by the values that we hold as a school.

We are a nurturing, inclusive, learning community that enables everyone to be their best.

Skills (learn, practise, do)

Togetherness (friendships, relationships, community)

Aspiration (ambition, dreams, goals)

Resilience (try, bounce back, overcome)

Success (progress, pride, celebration)

The curriculum is the method by which the school achieves its education objectives giving children the knowledge, skills and understanding that they need in order to lead fulfilling lives. It is not only the planned activities that we organise to fulfil the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experience of our children. It includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave using our school vision. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others using

restorative practices, whilst developing knowledge, skills and attitudes towards learning, which lay the foundations for lifelong learning. Children are helped to achieve: a healthy lifestyle, to stay safe, to enjoy and achieve, to make a positive contribution and to understand and develop economic well-being.

3. Aims and objectives

- To encourage and expect high standards of behaviour of pupils and adults following the School Relational Policy.
- To enable all children to learn and develop their skills and knowledge to the best of their ability and to be able to achieve his/her full potential encouraging independence, confidence and personal responsibility for perseverance and resilience.
- To ensure that all children have high but appropriate challenges and that everyone in the school feels valued and has a part to play in its success.
- To provide a stimulating environment where “real, active and outdoor” learning is given the highest priority.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To teach children the basic skills of English, SPaG, Guided Reading, Mathematics, Science and the Foundation subjects: Art, Design and Technology, Music, Geography, History, Personal, Social, Health Education (PSHE), Computing, Modern Foreign Languages and British Values and Spiritual, Moral, Social and Cultural development (SMSC).
- To enable children to be creative and to develop their own critical thinking.
- To teach children about the developing world, including how their environment and society have changed over time.
- To help promote our school core values and the British Values of tolerance, law, liberty, respect and responsibility and democracy through our policies and practice.
- To enable children to be positive citizens in society.
- To fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education.

- To teach children to have an awareness of their own spiritual, moral, social and cultural development, understanding right from wrong using restorative practice to consolidate thinking.
- To help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves, high self-esteem and to be able to live and work co-operatively with others using restorative practice to resolve issues.
- To actively involve the staff, children, parents, governors and the community in the life of the school.
- To ensure our curriculum is accessible to all.
- To celebrate personal and group success.
- To actively develop links with other local and national primary schools, secondary feeder schools, the community and local places of worship.

4. Provision

Calton Primary School and Governors are committed to employing excellent staff who have an uncompromising drive towards outstanding outcomes. There is a clearly defined framework for the curriculum which is well led and managed. Our curriculum follows the guidelines laid out through our intent, implementation and impact statements for each subject (please see our website). This includes:

- Maths planned for each term using the year group medium planning grids giving clear expectations of lesson content tailored to the children's needs.
- Targeted Maths Skills work using Maths InterRail.
- English planned for each term and year group.
- Spelling, Punctuation and Grammar (SPaG) scheme of work.
- Whole school spelling programme/phonics programme based on ReadWrite Inc.
- Science objectives per year group based on NC requirements and Quest themes where appropriate.
- "Calton Quest" skills and knowledge-based curriculum for delivery of PSHE, Art, Drama, Design and Technology, History, Geography, Computing, Modern Foreign Languages, Music and British Values and SMSC via 3 set themes per year through explicit planning.

There is a relentless focus on outstanding practice, in order that pupils' learning benefits from the very best teaching. Teachers should be abreast of the latest subject knowledge and pedagogical content in relation to the curriculum and reflect on their own continued professional development (CPD) via professional discussion, internal and external CPD.

Teaching methods draw on Blooms Taxonomy and should include:

- **Exposition and Explanation** which is informative, lively and well-structured.
- **Questioning and Discussion** which probes pupils' knowledge and understanding, challenges their thinking and gives them opportunity to share their ideas with others.
- **Practical Activities** which are purposeful and encourage pupils to develop key skills and understanding as well as giving them opportunities to reflect on what they have learned and how to improve their work including the use of technology.
- **Real Investigations and Problem-solving activities** which help pupils to apply and extend their learning.
- **Effective Modelling** which gives children a structure on which to base their independent work.
- **Repetition and Recap** which gives children opportunities for quick recall, revision of learning and to apply known facts in new situations.

Lessons should:

- Form positive relationships and engage all pupils so that they are eager to ask questions and enhance their learning.
- Offer high challenge and consistency enabling children to make at least good progress.
- Be pacey, but enable all children to achieve good outcomes and make 'at least' good progress in their learning.
- Develop key skills, knowledge and understanding across the curriculum.

Organisation:

To work effectively with the whole class or in group work, teachers need to ensure that all pupils are given the opportunity to engage and participate. Children will be taught in a flexible manner, with open flow between different pupil groupings, dependent upon the specific learning outcome. Thus children are not set into 'fixed' teaching groups, but rather groups will vary and change depending on the aspect of learning and the needs of individuals in relation

to this. Teachers will build in a variety of organisational strategies to maximise learning including working:

- independently
- in pairs
- in groups
- as a whole class
- in mixed ability groups
- on differentiated activities
- in different environments in school and locally
- to experience real life on educational visits
- by addressing misconceptions using success criteria

In addition, teaching and non-teaching staff will ensure that the classroom and communal areas are maintained to a high standard so that our school is a stimulating and pleasant 'child friendly' environment, free from clutter and where the space is maximised for the best possible learning experiences. In this way we will model and reinforce the value of respect through our own practice promoting positive relationships between all members of the school community.

Our curriculum provides tailored physical, emotional and social support programmes for children who need to develop their individual skills and understanding within these areas.

A varied and imaginative use of time and resources:

The children will be working in a safe, caring, supportive and stimulating environment that keeps children interested and enhances their learning. Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. Stocks should be checked and replenished regularly. Children will be encouraged to respect resources and be responsible for them.

Assessment:

This is used to inform the next stage of learning and teaching, and gives all children the opportunity to reach their potential. The assessment and marking of pupils' work is in accordance with the schools assessment and feedback policy. Assessment for Learning (AfL) strategies are used in the classroom and pupils are encouraged to self and peer assess both verbally and in their books. From this pupils will understand what they have done well and the next steps to improve their work and make progress. Success Criteria are set up for

children to see where they are in their learning and the next steps they need to show to move learning on.

Appropriate use of homework:

The appropriate use of homework offers opportunities to reinforce and extend learning through key skills for everyday life as set out in our Home and School Learning Agreement.

Opportunities for children to develop their independence:

Across the curriculum children are given the opportunity to plan for learning, develop their research skills, carry out investigations and make informed choices. This is further facilitated by the classroom organisation, planning a variety of active learning opportunities and by a progressive approach to independence across the school.

Current research, and implications for classroom management and organisation:

Recent research into the brain suggests favourable conditions for children to learn. We therefore:

- encourage children to take regular drinks of water during the day (bottle provided).
- encourage children to have a healthy breakfast and a healthy break time snack.
- offer varying activities and natural breaks to aid children's concentration and give thinking time.
- employ a wide variety of activities to cater for all three types of learning (visual, auditory and kinaesthetic) within each lesson if possible, or within each block of learning.
- are aware that children learn best with "low stress – high challenge" and create a learning environment which puts children at their ease.
- give children ownership of their learning so that they know what they are doing, why and for whom, encourage children to learn about favourable learning conditions, including healthy lifestyle and the role of sleep.
- create a growth mindset, promoting a positive self image whereby children are encouraged to persevere, improve and complete their work taking a sense of responsibility for themselves and others.

Use of display to enhance and celebrate learning:

We believe in the importance of purposeful display to support pupils' learning. This can be achieved in a variety of ways:

Celebrating success:

- displaying good work.
- exemplar materials.
- achievement/stickers/certificates/Head Teachers Awards, Achievement and Stars Awards.

Raising expectations:

- clear layered lesson objectives linked to layered success criteria, including the use of WALT.
- setting targets class/group/individual targets (Mathematics and English).
- establishing and maintaining class/school rules.

Encouraging and maintaining learning:

- working learning walls for Maths, English and Science – displaying learning of the moment.
- dictionaries, word banks, thesauruses.
- word walls, topic mats, learning walls.
- use of flip charts/SMART technology.
- rotas, monitors, class jobs.
- easy access to resources.
- strategies for independence/self-help.

Ownership by pupils to find gaps in their learning and resources to help them make progress:

- interactive displays.
- child based displays.
- learning walls with current learning/examples.
- involvement as talk partners and learning mentors.
- to use oral and written feedback effectively.

Enabling learning by providing:

- word lists
- whiteboards
- manipulatives
- access to basic resources

- number squares
- table squares
- high frequency words
- number lines
- timelines
- clocks
- place value cards
- conjunction ideas

Inclusive classrooms:

- multi-cultural content
- transgender role models
- access for all
- Learning Partners to support teaching via direct teaching to small groups, intervention groups, carrying out assessments, aiding the teacher as required
- support for SEND children with My Plans and My Plan+

Please refer whole school indoor environment policy for classroom display criteria.

Assessment for Learning (AfL):

Accurate assessment underpins all teaching and learning practices at our school. It exists to help the teacher facilitate learning for the child and to make judgements on against age related achievement criteria.

Assessment also assists the children by providing them with an indication of what stage they have reached in the learning process.

It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs.

It should identify future planning and teaching strategies. It also helps to recognise and celebrate success.

AfL(non-negotiable)

- focuses on how children learn
- is central to classroom practice
- is a key professional skill
- is part of effective learning

- helps learners to understand how to improve their learning (see Assessment and Feedback Policy)
- promotes self-esteem
- recognises progress from child's previous best

These strategies are non-negotiable and used to link assessment to better teaching and learning:

- Analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement.
- Teacher evaluation of elicitations/planning/learning outcomes to inform next steps, assessing progress regularly.
- Use of 'hard' data from formal assessments to inform planning and targeting of pupils.
- Use of effective questioning, including a no hands up policy, where teachers select and choose questions carefully for specific children to assist with assessment of learning.
- Cold/hot write activities, used every 2/3 weeks, from Year 1 to Year 6, to show children's progress in writing.
- Pre-teaching assessment tasks across the curriculum, the results are used to inform future planning. This is expected at the start of each topic to ensure that teaching is informed and pacey to move children on in their learning and/or develop breath of understanding. An end of term assessment will demonstrate the impact of teaching.
- Improvement, reflection time. Children are given time to review returned work and decide on ways to improve using blue pen.

5. Organisation and planning

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014 and updates (2015/2019). These can be found on the National Curriculum website:

www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Each year group has a long-term plan. This indicates which themes and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We use the tailor made "Calton Quest" Curriculum across the school by themes based on the children's input. Calton Quest is

skills based and builds progressively in each subject area over the time children from years 1 to 6. We have reviewed our long-term plan to ensure coverage across the Key Stages. An overview of the topics taught can be found in Calton Quest.

With our long-term plan, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each theme. We teach all subjects using the National Curriculum (2014 and updates). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our long-term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session and to identify what resources and activities we are going to use in the lesson, considering children's preferred learning styles (visual, auditory and kinaesthetic). Power points or SWAYs are written for English, Maths, Guided Reading, Spelling and Quest showing differentiation for groups of children with different abilities. These lesson plans show which other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons including Special Educational Needs and Disabilities and Gifted and Talented pupils. Observations and teacher assessment/evaluations are used to inform future planning: adaptation and annotation of existing plans may be necessary.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and there is planned progression in all curriculum areas.

6. Children with special needs and disabilities (SEND)

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents/carers of the child have been consulted and advice has been sought from external agencies.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Learning Partners and Teachers. Teachers liaise with the school's SENDCOs in the formulation and implementation of any intervention programmes including children's My Plans and My Plan +, evaluating the impact of these on the children and their learning.

The school provides a profile for each of the children who are on the special needs register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

7. The Early Years Foundation Stage

In Playgroup and Reception our curriculum is based around the Early Years Foundation Stage (EYFS) Statutory Framework, which ensures a high quality of learning, development and care for all children. Our curriculum covers all 17 areas of learning and is delivered through a wide range of inviting activities and experiences accessible to all. We use ReadWrite Inc Scheme and have successfully implemented the teaching of cursive handwriting. We encourage and promote children's passion for reading from an early age and use a wide range of classroom and library books; both fiction and non-fiction that are suited to the children's abilities and interests.

Throughout their time in Playgroup and Reception we help promote independence and the development of each child by supplying continuous provision with a balance of child initiated, adult led and adult supported activities both inside and outside the classroom. We build on their previous learning and achievements and form positive relationships with the many pre-school settings we cater for.

During the children's first term in school our staff spend time getting to know the children and their individual characters, needs and interests. Assessments

start from the first few weeks of school and are on-going throughout the year. We use a range of assessments, which help staff to establish a genuine picture of all children's capabilities, interests and needs. We record our findings in various ways including their individual Learning Journals, which we then use to inform parents and carers of their child's progress. We recognise the positive impact of early involvement and support from parents and carers and therefore we strive to build positive links, by keeping them informed regularly and openly encouraging them to take an active role in their child's progress and learning.

8. Key skills

Our curriculum ensures progression in the following key skills:

- Knowledge.
- Reasoning.
- Enquiry.
- Working with others and communication.
- Improving own learning and performance.
- Problem-solving and creativity.
- Computer skills.

In our curriculum planning, we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

9. Parents/Carers as Partners

Senior Leaders, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at developing good learning and social behaviours for each child.

These include:

- Parent/carers consultations
- Annual reports

- Any other meetings organised at the request of the school/parents/carers
- Informal opportunities at the beginning and end of the day
- School visits and through extended school opportunities
- Invitations into school to support and share children's learning
- Regular liaison such as: achievement assembly invitations, WOW books (reading/homework diaries), spelling books etc.
- Parents/carers, children and a member of staff all sign a Home School Learning Agreement in order to establish the rights, roles and responsibilities of all members of the school community

10. The role of the subject teams

At Calton Primary School we have created subject teams that develop their core areas. These are...

- English – Reading, writing, spelling, SPaG, speaking and listening, drama/performance
- STEM - Science, Technology, Engineering, Maths, Design Technology
- Quest - Art and Design, Geography, History, Religious Education, Music, Modern Foreign Languages, British Values, Personal Social and Health Education, Physical Education

The role of the subject teams are to:

- provide a strategic lead and direction for the subject areas
- support and offer advice to colleagues on issues related to the subject areas
- monitor pupil progress in those subject areas
- provide efficient resource management for the subject areas

The school gives team(s) non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each team to keep up to date with developments in their subject(s), 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 team reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

11. Monitoring and review

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable and meet regularly with subject team leaders.

The Head Teacher and senior staff are responsible for the day to day organisation of the school curriculum through effective and robust school systems and structures within the accountability process including:

- a. School Self Evaluation practices
- b. The Performance Management cycle
- c. Bespoke whole group or individual staff CPD
- d. The schools meeting cycle including Governors, Senior Leadership Team, Teaching Staff, team meetings, Year group meetings and Learning Partner meetings
- e. Informal support from colleagues at a variety of levels

The Senior and Middle Leadership Team monitor plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum during book looks and other monitoring activities. Phase leaders monitor long-term planning and ensure that appropriate teaching strategies are used. Phase leaders and SLT members also have responsibility for monitoring the way in which resources are stored and managed. There is a rigorous self-evaluation programme led by the SLT and subject team members, with a range of accountability measures including book looks, environment walks, pupil voice, data analysis and intervention programmes. Regular reports are made to the appropriate Governors committees by the appointed member of the Senior Leadership Team.