



Curriculum
and
Learning Policy
2017

Learning

We believe that it is our responsibility to enable children to become independent and confident. Our aim is that all pupils at Spooner Row Primary School develop the skills necessary to become life long learners. They will learn to value themselves and others. They will develop resilience, perseverance and independence. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new and difficult experiences. School should be fun; not about acquiring information for the sake of it but about opening doors and visualising new possibilities.

We believe that pupils at Spooner Row Primary have the right to an education which is inclusive and allows all to realise their potential. In partnership with parents we can make school a happy and enjoyable experience. Pupils should feel safe, challenged and able to meet that challenge. School should provide access to a broad and balanced curriculum, both academic and social. Pupils should experience new and varied challenges and look to meet them with the support of their peers. It is our role, as educators, to enable pupils to envisage the boundless possibilities that lie before them and to enable them to strive to achieve.

Curriculum

We believe that the curriculum is underpinned by the need to develop independent, respectful learners, who are good communicators, engage in problem-solving and can think creatively. Our pupils will be engaged and enthused by an enquiry-driven curriculum, which enables all learners to acquire and apply knowledge and understanding through analysing, evaluating and synthesising. Spooner Row Primary School is a place of reflection, where classroom practitioners are responsible for adapting and refining materials, methods and approaches to teaching and learning, and pupils are empowered to review and plan their learning journey. The learning environment is creative with the emphasis on cross-curricular work. Children have opportunities to work together when the whole school take part in enrichment activities. These are a regular feature of the school and aim to inspire all children. The school works in collaboration with local high schools to provide extension opportunities for more able pupils in a variety of curriculum and thinking skills activities.

The responsibilities of all stakeholders in Spooner Row Primary are outlined below.

Effective Learning

We recognise that people learn in many different ways and we have a responsibility to develop strategies that allow children to learn in ways that both suit them and develop all learning styles.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. At Spooner Row we use a number of strategies to encourage independent learning.

A belief in Growth mindset is central to the ethos of the school; children are encouraged to develop an 'I can' attitude towards all aspects of their learning. Resilience, determination, perseverance and independence are key to the children developing a positive attitude to all that they approach.

First and foremost we implement a creative curriculum which inspires children to want to learn; we include a great deal of drama, art & design, music, sport, outdoor learning and Computing in all our topics. We invite visitors into school regularly and visit places of interest as a matter of course, as well as providing enrichment activities. However, we also spend a great deal of time giving children the basic skills that they need to be able to work independently.

Most lessons have the Lesson Objective shared and explained to children. We also use Success Criteria to enable children and teachers to self-evaluate work whenever appropriate. Marking comes in a variety of forms including verbal feedback, peer and self-marking as well as identifying areas for improvement (See Marking and Feedback Policy)

In EYFS:

- Equipment is labelled and illustrated
- Pupils often find own resources
- Wide range of resources
- Work is largely practical
- Learning targeted to different styles
- Speaking and listening highly developed
- Children encouraged to ask questions
- Children set challenges
- Children set own success criteria (with guidance)
- Weekly drop in sessions for children to share their learning with parents (articulating what they have learnt)
- Learning Journeys are available online for parents to access and add evidence to
- Role Play & self-initiated activities develop further independence
- Children chose own reading books (in any order) from banded boxes
- All children complete 'The Daily Mile'
- Some children take part in sensory integration techniques
- Children have Home School books

In KS1

- Equipment is labelled
- Table trays have all pencils, rulers etc readily available for children
- Speaking & Listening through “Talk Partners”
- Drama based activities
- Enquiry based RE
- Quiet reading daily
- Children chose own reading books (in any order) from banded boxes
- Children have planners

In KS2

- Equipment is labelled
- Table trays have all pencils, rulers etc readily available for children
- Topics usually start with what do they know already and what would they like to know?
- Many activities are Enquiry –based
- Termly Class novel
- Children encouraged to choose aspects of topics that interest them to study further
- All children complete homework tasks within projects
- Y5 & 6 Boosters show children what they need to do to achieve certain levels of attainment (next steps with new curriculum)
- Children are aware of attainment and have the desire to improve
- Planners
- Giving children time to reflect and think
- Allowing children to present their learning to others (in their own style)
- Cross Phase celebration and evaluation of work

Due to the ethos and values of the school we are able to give the children a great deal of freedom in their learning.

Assessment

Learners (including classroom practitioners as learners) are able to reflect on the learning that has taken place. They use a wide range of tools to find out what they know, what skills, knowledge and understanding they need to learn next, and how they could develop their depth and breadth of understanding of concepts and each other. During learning, pupils and practitioners will give constructive feedback against success criteria.

Effective assessment will include:

- questioning

- evaluating
- analysing
- observing
- goal setting and getting
- self/peer assessment
- Tracking Pupil attainment through Pupil Progress meetings
- PiXL Question Level Analysis
- Testing

Effective Learning is Facilitated by Skilled Teachers

When Learning is most effective, the following factors can be observed in teaching:

- Classroom management is clear to the children and promotes independent enquiry and learning.
- The school and classroom ethos is strong and promotes a happy and enjoyable learning environment, where positive values, attitudes and behaviour enables all learners to become successful communicators, risk-takers and where pupils and staff can learn about themselves and others.
- Relationships are fair, respectful, trusting and supportive. Attitudes to diversity are positive and equality and inclusion are promoted.
- The teacher has good depth and breadth of subject knowledge and is able to match the best enquiry tools and learning experiences to the needs of the learners.
- There are clear learning objectives.
- Planning is clearly differentiated and the tasks match the skills/needs/abilities of the children.

Learning is personalised for all learners, including children working at greater depth, SEN & EAL

- Additional adults are planned for and guided to maximize the potential to learn.
- Time and resources are managed well by teachers and learners and result in productive learning outcomes.
- Assessment informs the next stage of the learning.
- Children and classroom practitioners are able to identify appropriate and manageable goals for their next learning.

Planning for Effective Learning

Effective practice is established across the Key Stages at Spooner Row Primary because teachers have designated time to plan and assess, seeking advice from subject leaders where appropriate. Where possible, Teaching Assistants attend and

contribute to the assessment and planning processes. A collaborative approach is taken to ensure best use of human resources to target the individual needs of each pupil and to ensure Learning and Behaviour plans are implemented by all adults working with learners. Learning takes place from the moment the children arrive at Spooner Row Primary until the moment they leave. Effective learning is enabled by children who are able to develop their social and emotional literacy in a supportive way. Classroom and playground practitioners facilitate sharing, turn-taking, demonstrating respect in negotiation and conflict resolution to prevent barriers to learning for all children.

Wider professional role of teachers that impacts on Learning

Effective teachers will:

- Demonstrate how the progress and well-being of learners can be influenced and affected by a range of developmental, social, religious, spiritual, moral, ethnic and cultural and linguistic differences.
- Know how to identify and how to act upon professional concerns for any learner experiencing academic/developmental/social and emotional difficulties.
- Know when to search and ask for support from colleagues with specific responsibilities for such learners (SEN, Behaviour, Child Protection)
- Continue to develop a wide-ranging repertoire of teaching, learning and behaviour management tools which can be adapted to individual learner's needs, to enable all pupils to achieve their potential.
- Take responsibility for their own continuing professional development by identifying and meeting their own needs. Effective teachers foster a reflective approach towards new initiatives, being prepared to adapt their practise, where benefits and improvements demonstrate an impact on learning.
- Evaluate initiatives which identify a positive impact on learning and teaching and take collective responsibility for disseminating 'good' practice/resource as coaches and mentors.
- Take responsibility for using assessment tools and the 'pupil' tracking system to evaluate the effectiveness of teaching on pupils' progress and use this information to raise levels of attainment. This includes recognising and evaluating any circumstances that could create barriers to learning, seeking advice and ways to address these.
- Diagnose learning styles, needs and negotiating realistic but challenging targets for learners' improvements.
- Know/understand and carry out the statutory assessment arrangements required in Foundation Stage, Key Stage 1 and Key Stage 2.
- Communicate progress relating to continual and summative/statutory assessment in order to provide learners and their parents/carers with accurate and constructive feedback on strengths, weaknesses, progress and areas for development.

- Have a secure/developing knowledge and understanding of the statutory and non-statutory curricula to enable effective teaching across the Foundation/Primary age and ability range.
- Demonstrate, use and apply their skills in literacy, maths and computing to support their teaching.
- Be aware of current local/national legal requirements, policies and guidance on safety of children inside school and on school visits (Health and Safety procedures).
- Demonstrate (initially in their first years of teaching experience) in their planning, progression across school, where effective learning sequences have clear learning objectives and are taught, demonstrating secure subject/curriculum knowledge and where the sequences provide opportunities for learners to develop their communication literacy/maths/computing and problem-solving skills.
- Demonstrate (with greater teaching experience) flexibility and creativity within their learning sequences, which are effective and consistently well matched to learning objectives. Sequences of lessons will identify and explore cross curricular links.

Role of Headteacher

The Headteacher is responsible for facilitating effective teaching and learning. In order to achieve this s/he must:

- Have a clear vision of what effective teaching and learning looks like.
- Monitor, advise and support.
- Be at the heart of the ethos of the whole school.
- Celebrate all achievements and challenge where necessary.
- Assist staff with their professional development.
- Provide staff with the resources they need to carry out the job.

Role of Governors

The Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support staff by allocating resources effectively.
- Ensure that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations.
- Monitor how effective learning and teaching 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 through the school self-review process.

Role of Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Class newsletters outlining the curriculum
- Sending reports to parents/carers in which we explain the progress made by their child and with clear targets for improvement.
- Explain to parents/carers how they can support their children with homework.
- Holding parents' evenings where their child's work can be reviewed and their progress discussed.
- Holding workshops for children and parents/carers.
- Celebrating work in classes at Open mornings and good work assemblies
- Class Blogs on School website

Monitoring, evaluation and review

This policy will be reviewed by the LGB as necessary due to changes in either the National Curriculum or delivery of the curriculum by the school.