



Curriculum, Teaching and Learning Policy

Introduction

At Kingham Primary School we believe in lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be purposeful, fun and where possible delivered in a real-life context. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Kingham Primary School implements a cross-curricular creative curriculum designed to provide a broad and balanced education that meets the needs of all children by making connections between subjects. It provides our pupils with opportunities to develop as independent, confident and successful learners who are creative thinkers in an ever-changing world.

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Intent

Our curriculum is designed to:

- empower teachers to be brave, innovate and experiment;
- be ambitious, exciting, inviting, engaging and relevant for all pupils;
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures, and in so doing, promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- ensure children take pride in their work and the work of others;
- ensure they are ready for the next stage of their learning;
- compensates for the possibility of limited experiences;
- foster a love of learning in all children.

Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding so that they can reach the highest level of personal achievement.

The Curriculum Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school. Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons: enabling all abilities to be taken account of. Our prime focus is to develop further the knowledge and skills of all our children, striving to ensure that all tasks set are appropriate to each child's level of ability enabling good progress to be made. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's My Plans. Teachers modify learning and teaching as appropriate for children with disabilities.

We value each child as a unique individual and teachers are familiar with the relevant equal opportunities' legislation. We will endeavour to meet the needs of all our children and to ensure that we meet all statutory requirements related to matters of inclusion.

Our teachers and teaching assistants make a special effort to establish positive working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.

Teaching pupils with special educational needs or disabilities

All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Our school:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities- this means doing everything it can to meet children and young people's needs - determining the policy and establishing the appropriate staffing and funding arrangements;
- makes sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEND;
- designates a teacher to be responsible for co-ordinating SEND provision: the SEND co-ordinator (SENDCo);
- ensures parents/carers and the pupil are informed and involved when the school is making special educational provision for their children;
- makes arrangements for the admission of disabled children.

Teaching academically more able pupils

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

Currently, academically more able learners are described as 'those who have abilities in one or more academic subjects such as mathematics or English.' The DfE have produced studies where 'Academically More Able' pupils were identified as those who entered the Key Stage above national expectations in English or mathematics.

Our definition refers to academically more able and talented children, which also recognises academic, practical, creative, musical, physical and sporting performance. It also recognises that a child may possess this potential although performance may not currently reflect this. We believe that provision is generally most effective when it is made within the classroom, through a stimulating, challenging curriculum.

Curriculum implementation

Our curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the needs for the children in our school. Topic based learning has been implemented to ensure progression with additional themed days to ensure curriculum coverage. The curriculum provides memorable experiences and many rich opportunities from which children can learn and develop a range of transferable skills.

The curriculum supports the development of the whole child ensuring academic success as well as physical development, well-being and mental health.

Early Years Foundation Stage

The curriculum in nursery and reception is based upon the areas and guidance found in the Early Years Foundation Stage Statutory Framework which identifies seven areas for development. All areas of learning and development are equally important and inter-connected. A child's first experiences of nursery and school are crucial; the early years lays down a foundation that is built on throughout the rest of their learning careers. We organise our provision to ease the transitions from home to pre-school/nursery and then from pre-school/nursery to school and in such a way that learning takes place through meaningful activity and play.

The curriculum is designed to:

- provide an environment where children can develop as learners and feel safe, happy and confident to express themselves.
- provide an environment, both indoors and out, that is stimulating and encourages the children to pursue their curiosity and become independent learners.
- provide a broad and balanced curriculum that builds on the pupils' interests and on-going learning.
- provide experiences that reflect the needs of individual children.
- foster strong links with the child's home and welcome parents' support to share information about the children for their child's learning.
- provide a key person for each child who will get to know the child well/closely and be the first contact for families.
- prepare children ready for each new step in their learning journey.

Science, Computing and Foundation subjects

In order to provide pupils with a successful, fun and innovative curriculum we work in a skill based, thematic curriculum blending a balance of direct teaching and facilitation of learning through relevant topics.

Each topic starts with an initial engagement through exploring, enquiring and investigating initial ideas and experiences around the theme. The necessary skills and knowledge needed to make progress through the project are taught directly through a variety of differentiated activities.

English

At the heart of the learning, English units and themes focus on specific writing and reading genres, linked to our Creative Curriculum. To ensure continuity and progression through school, all staff use the English Skills Progression, along with Statutory Expectation guidance in our Programmes Of Study. Phonics is taught through the Letters and Sounds phonics scheme, this is predominantly in Foundation and Key stage 1, however, children in Key stage 2 continue with the programme until confident. Reading is taught both discretely, through Guided Reading, Reciprocal and individual reading sessions; and as part of whole class teaching, where skills and expectation are reinforced, and collaborative reading opportunities offered.

All classes utilise the following English non-negotiables:

- Long term planning should show a balance of non-fiction, fiction and poetry
- Cross curricular links should be made so that the pupils have as many opportunities as possible to use different text types across a range of subjects
- A complete teaching sequence can be written as part of Medium-Term Planning or evidenced on Creative Curriculum Planning; both show progression towards an end of unit expectation.
- Teaching sequences should build towards a final written outcome with clear short writing activities planned throughout
- Short term planning should be individual to each class and meet the needs of the children in that class.
- Lessons should reflect a balance between text, sentence and word level work
- There should be clear differentiation within the lesson
- Pupils should have reading and writing targets and be provided with time to work on these
- Phonics should be planned as a discrete lesson following Letters and Sounds
- Guided, Reciprocal or Whole class Reading is taught outside English lessons. It is objective driven.

Maths

Aspects or strands of maths are included in each theme where appropriate. To ensure continuity and progression in the written methods taught through school, all staff use the Maths Calculation Policy.

All classes utilise the following maths non-negotiables:

- Mathematics is taught everyday
- Planning should be individual to each class and meet the needs of the children in that class
- Cross curricular links should be made so that the pupils have as many opportunities as possible to use and apply skills taught across a range of subjects and for a purpose

- Mental arithmetic should form a part of each lesson, and evidenced on Mental Maths Pages
- Teachers should use a variety of question stems
- Plan weekly extension activities or opportunities through: maths challenges, 'Questions for Thinking', problem solving or investigations.

R.E.

We ensure R.E. is taught weekly, unless the unit would best be taught in a block.

All classes follow the R.E. non-negotiables:

- We follow the Oxfordshire Diocese Scheme of Work
- Objectives should be a mixture of Learning about Religion and Learning from Religion
- Activities should include written work, poetry, drama, art, music and visits or visitors

We want to ensure that R.E is an exciting, meaningful subject. We always begin our learning by starting from what the children know already. During the Foundation Stage, RE is taught within three Areas of Learning: Personal, Social, and Emotional Development, Communication and Language and Understanding the World. The aim is to provide for children's spiritual, moral, social and cultural development through focusing on what is special to young children, as a stepping stone to understanding what is special to a faith community. Throughout Key Stage One pupils study Christianity along with either Judaism or Hinduism; a more in-depth study of these religions takes place in Key Stage Two as the children learn more about Christianity and one other religion from Sikhism, Hinduism, Buddhism, Islam or Judaism.

We have very strong links with Kingham Church so, as well as visiting the church for acts of worship and for our Easter Trail, we use the church as a teaching resource whenever possible. The Vicar is a regular visitor in school, both to lead acts of worship and to talk about his role in the church as part of the R.E. curriculum.

Modern Foreign Languages

We believe that a high-quality language education will foster pupils' curiosity and deepen their understanding of the world. We aim to instil an enjoyment for children to communicate in another language and hope that this will lay the foundation for further study at key stage 3 and possibly cultivate a lifelong interest.

In Key Stage 2, we offer:

- Italian
- Spanish
- French
- German

By focusing on practical communication, we want children to see how the morphology and phonology of another language affects our own. Furthermore, we aim to introduce an appreciation of the attractions of the history and culture of each country through a variety of activities.

Role of the Head Teacher and Governing Body

- To support the use of appropriate teaching strategies by allocating resources effectively.
- To ensure that the school buildings and premises are best used to support successful teaching and learning.
- To monitor teaching strategies in the light of health and safety regulations.
- To monitor how effective teaching and learning strategies are in terms of raising pupil attainment and progress.
- To ensure that staff development and performance management policies promote good quality teaching and learning.

Role of Parents

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

- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- frequent newsletters and bulletins;
- sending mid-year and annual reports to parents in which we explain the progress made by each child and indicate how a child can improve further;
- inviting parents into school to discuss their children's progress on at least two occasions per year;
- classes hold open door sessions each term for parents to have the opportunity to celebrate work with their child;
- providing opportunities to liaise with Parent Support Advisor and/or outside agencies.

Monitoring and evaluation

Staff development needs will be identified in line with this policy, Performance Management and continued professional development. The policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning, it will be monitored and evaluated through:

- learning walks and drop ins;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal and external moderation of pupils' work;
- discussions with pupils.

Monitoring and Review

We are aware of the need to review the curriculum policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This policy will be reviewed every three years.

Agreed: November 2019

Due for review: March 2020