



Thorns Community



Infant School

Park Hill Thorns Federation

Learning, Teaching and Curriculum Policy

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PARK HILL THORNS FEDERATION LEARNING and TEACHING POLICY

Aim of the policy

To define what is meant by the curriculum of the Park Hill Thorns Federation and how the values and ethos of the federation are reflected in the curriculum for all learners.

Purpose

- To state clearly, through the policy, the nature of the curriculum and the agreed teaching and learning processes that are evident throughout the school.

- To state clearly the agreed principles that will underpin all areas of the curriculum and be evident in the work of the school. This will include the learning that is taking place and the policy documentation relating to all aspects of school life.

Curriculum Aims

At the Park Hill Thorns Federation we aim:

- To use our accurate knowledge of each child and teach to their assessed needs;
- To celebrate all achievements and recognise excellence in order to raise standards, believing that everyone can and should be a successful learner;
- To create an atmosphere where the spiritual, moral, cultural, social, emotional and physical development of the child is developed through all aspects of school life;
- To prepare each child for an active role as a citizen; seeking to develop children's confidence, independence, cooperative and learning skills;
- To provide a range of learning experiences which plan for engagement, involvement, excitement, awe and wonder and which allow opportunity for child-initiated and child-led learning; and
- To create a well-planned, stimulating environment, which nurtures curiosity, promotes learning and increases knowledge and skills.

The Nature and Shape of the School Curriculum

The Park Hill Thorns Federation curriculum consists of all learning and other experiences that we plan for our pupils this includes all the activities within the school day; a wide range of extra-curricular opportunities and the relationships and values that lead to children's personal development.

Teachers plan topics, normally half a term long, and link many of the separate subjects together. Each topic has a "stunning start" and "finishes with a flourish". This means that a start point is planned which provides children with a shared experience on which to build their learning previous examples have included taking part in an archaeological dig, holding a bring your bike to school day or having a visit from an expert in Victorian toys. The end point is also planned (and often planned with learners) and is a way of demonstrating the learning which has taken place.

Most topics involve a trip or visitor which will be tightly linked to topics and which give shared, real life experiences which can be built in during teaching sessions.

Literacy and Numeracy skills are given extra time during the daily English and Maths lessons.

We aim to ensure that the school provides the optimum education for every child with a curriculum which makes it possible for all pupils to participate. We use a variety of teaching methods to enable all children to be successful learners. Continuous assessment of children's progress is built into the planning and records of this are stored and updated.

The primary curriculum is concerned with developing knowledge, skills, attitudes and concepts. The curriculum needs to be broad, balanced and relevant to the life of each child within the federation.

Planning the Curriculum

Whilst still following the statutory national curriculum we have three drivers which underpin our planning and which aim to help all children fulfil their potential.

These are:

- Ensuring and increasing children's sense of and understanding of wellbeing;
- Developing Learning Skills; and
- Encouraging children to be inquisitive and imaginative.

These drivers shape our curriculum through how we teach every topic. We ensure that children have an understanding of physical and mental wellbeing and have regular opportunities to increase their knowledge of what this means. We follow three learning skills which are returned to every year so that children can practise and improve. These are: learning with others; developing independence and responsibility; all about me and my friends; We also aim to develop children's inquisitiveness, encouraging the asking of questions; developing a love of learning and the desire to find things out. We use Philosophy for Children as an approach to develop questioning; speaking and listening and thinking skills. We also aim to develop children's imagination both in their creative response and in their approach to problem solving.

In the Early Years Foundation Stage (EYFS) the three prime areas of learning are covered alongside the 4 other areas. In Key Stage 1 and 2 (KS1/ 2) English and Maths are key skills which have priority and are taught using the National Curriculum and Letters and Sounds for phonics teaching.

Our school curriculum is composed of:

- Seven areas of learning in EYFS and National Curriculum subjects in KS1 and KS2;
- RE following the Warwickshire agreed syllabus;
- Swimming;
- PSHE including the Warwickshire Taking Care Curriculum, All About Me relationships curriculum and Jigsaw PSHE curriculum;
- Opportunities to work with specialists e.g. drama, French, cooking, PE, dance;
- Extra-curricular activities including residential trips, visits, visitors and a wide range of clubs; and
- Content which helps children understand our local context and the special things about our area.

On top of the statutory curriculum the staff team set guarantees for all children who attend the federation throughout their entire Primary school experience.

These are:

- Visits to an art gallery and theatre;
- A chance to participate in fundraising;
- The chance to take part in a range of extra-curricular clubs;
- Learning to play a musical instrument;
- Hearing a range of live music performed;
- A residential trip;
- A responsibility within school;
- The chance to represent our schools (through sport or other activities);
- Visits to places of worship from a range of faiths;
- Visits to museums and events which foster and develop Scientific and Technological interest;
- The experience of building structures of increasing complexity and entering national engineering challenges such as the K'nex challenge;
- First-hand experience with, and observations of, the plants and animals in our school environment and in our country;
- Experience in growing plants and preparing, cooking and eating the produce;
- Participation in joint federation events; and
- The chance to discover Shakespeare and other great Warwickshire figures.

The Children also created a list of experiences through the school learning council these included some of the list above but also added:

- Be a buddy;
- Be in a house (Park Hill);
- Do some cookery;
- Perform in a play;
- Take part in Dance learning with Coventry University;
- Take part in Arts weeks;
- Learn a different language;
- Learn how to keep yourself safe;
- Sing and perform at Sing Up day (a joint federation occasion);
- Come to school dressed up or in non-school uniform;
- Hear from different visitors into school;
- Learn Circus skills;
- Grow Flowers and Vegetables;
- Climb a tree (safely); and
- Identify Birds.

Classroom Management and Organisation

Management

The learning environment will be managed in such a way as to facilitate different learning structures.

- Whole class teaching.
- Group work (ability, mixed ability, interest).
- One to one teaching.
- Collaborative learning in pairs or groups.
- Independent learning.

EYFS and KS1 classrooms also plan and manage their outdoor areas.

Teaching assistants play a key role in the teaching team; they work with learners of all abilities as well as supporting children with special needs and more able children. The role of teaching assistants (TAs) is carefully considered by class teachers to ensure that they are used effectively and have a high impact on learning. Learning intentions and success criteria will always be shared with TAs and feedback sought after activities.

Children with SEND are supported to access the curriculum through the use of Personal Learning Plans which can involve the advice of external agencies. Curriculum time can be planned as continuous study throughout the year, or as blocks of study. Work will be planned using the whole school, long-term curriculum map. Teachers will follow the agreed Schemes of Work with reference to whole school planning to ensure that programmes of study are effectively covered.

Organisation

The classroom will be organised to facilitate learning and the development of independence.

- The resources in each room will be grouped according to curriculum subject and clearly labelled using communication friendly approaches.
- A visual timetable will be used in all classes in KS1 and at the start of KS2.
- Book corners will be engaging and attractive throughout the schools.
- Role-play areas will be used to reflect the topics in EYFS.
- Classroom displays will be changed regularly and demonstrate the learning which is happening in classrooms and each classroom will have at least one Working Wall which demonstrates the learning which is happening in the class.
- Children will be involved in the maintenance and care of equipment and resources.
- All classes at Thorns have access to outdoor curriculum areas.
- We aim to develop our resources so that they reflect the cultural and linguistic diversity of our society, and that all children have equality of access.

Planning

Medium term planning will take place half termly in year groups, with reference to the Early Years Foundation Stage; National Curriculum 2014; the Warwickshire Agreed Syllabus for RE; Letters and Sounds and Jolly Phonics. Medium term plans will be saved in the staff area of the school ICT network so that they are available to subject leaders and the senior leadership team.

Teachers will meet weekly in year group teams to produce short term plans based on the medium-term plans. Short term plans will be shared with Teaching Assistants; saved in

the staff area of the school ICT network so that they are available to others and made available to the senior leadership team when requested.

Differentiation

Teachers will differentiate the curriculum as detailed in quality first teaching. Differentiation may be by:

- Access to resources;
- Structured support and scaffolding;
- Peer support;
- Teacher/adult support;
- Questioning; and
- Providing additional challenge through changing the context and broadening depth.

Children with Special Educational Needs or with a particular talent in a certain area will be identified and learning plans will be in place to meet individual needs.

In accordance with the school's Diversity Policy all children at must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age, economic circumstances, disability or ability.

Language

Across the federation key terms are used in all classes to make clear to children what they are learning and how to complete this successfully. Each lesson has a **Learning Intention** in Key Stage 2 and in the Early Years and Key Stage 1 children use **We Are Learning To**. Each lesson also has Success criteria which are referred to as **Top Tips**. **Stem Sentences are also used in maths lessons.**

Record Keeping and Assessment

Regular assessments are made of children's work in order to establish the level of attainment, and to inform future planning. Greater detail on summative record keeping and assessment procedures are defined in the Federation's Assessment and Feedback on Learning Policy.

The Early Years Foundation Stage Profile is completed in the Reception classes. This is recorded and analysed to inform future planning and provision. Records are up-dated at least termly. Results are also used to form the basis for a pupil progress meeting each term between a member of the Senior Leadership Team and class teachers.

In Key Stage 1 and 2 children are assessed on an on-going daily basis in reading, writing and maths. There are three formative assessment checkpoints each year (at the end of each term) and outcomes of these are sent home to parents and used to form the basis for a subsequent pupil progress meeting between a member of the Senior Leadership Team and class teachers. Children in Year 3, 4 and 5 complete standardized and summative NFER tests twice a year.

Science assessment judgments are made at the end of each half termly topic (where Science has been a focus subject) and are reviewed by the Science subject leader.

Foundation subject assessment is currently under review across the federation. Currently, subject leaders monitor learning on a termly basis through book trawls and pupils' interviews.

Year 1 children undertake the Phonics check, Year 2 children are tested in Maths and English using the Key Stage 1 Statutory Assessment Tests and Tasks and Year 6 children are tested using Key Stage 2 Statutory Assessments. Year 4 children will undertake the Times Table Check and the Reception Baseline is due to commence in 2020.

All results from assessments will be analysed and used to inform future planning.

Monitoring and Evaluation

A monitoring and evaluation schedule is planned each year in line with the Improvement Plan and made available to all staff.

- The Senior Leadership Team will observe each class teacher in line with their professional performance review and Improvement Plan priorities.
- Subject leaders will undertake regular monitoring activities (work trawls, interviews with children, planning review, lesson observations, display and learning environment, tracking data and assessment records) and share findings with the senior leadership team and the curriculum leadership team.

Governors' Role

It is the governors' role to monitor and review the policy:

- To receive reports from the head teacher and subject managers;
- To promote and ensure at all times diversity in relation to race, gender, class and belief; and
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role

Parents are encouraged to support their children's learning by trying to:

- Encourage children to strive to do their best;
- Show interest in the work and topics covered;
- Promote self-reliance and responsibility;
- Inform the school of any problems that may affect learning or behaviour;
- Support homework and other opportunities for learning outside school;
- Attend parents' evenings;
- Read and reply to communications from school;
- Ensure children attend school regularly and promptly, appropriately dressed and equipped for the day;
- Encourage a positive approach to school; and
- Inform the school of absences.

Children's Role

Children are expected to:

- Be enthusiastic in all class and school activities;
- Listen carefully, work hard and always do their best;
- Come to school ready to learn, dressed appropriately and with the right equipment;

- Be organised, do their homework on time and to the best of their ability;
- Behave in a sensible and responsible manner and be respectful to others;
- Let an adult know if they have any worries or concerns;
- Take school letters home promptly and give them to my parents;
- Look after school property and put equipment back in its right place;
- Be safe;
- Be considerate; and
- Be responsible.

Community Role

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings and clubs;
- Presenting themselves as positive role models to be emulated;
- Guiding children's behaviour as they play around the school and providing positive role models with regard to behaviour; and
- Support school events.

The School's Role

In relation to each of the above areas both schools will reciprocate by trying to:

- Provide high quality education to enable all children to reach their full potential;
- Be challenging, constructive, creative and positive;
- Encourage independent learning and realistic target setting;
- Provide a safe and caring environment;
- Provide a balanced curriculum and meet the individual needs of children;
- Recognise and take account of the differing needs and abilities of each child;
- Communicate effectively with all members of the school community;
- Set homework, where appropriate, in accordance with the school's homework policy;
- Celebrate achievements both in and out of school; and
- Arrange regular parent's evenings.